

The Woman's College of  
The University of North Carolina  
LIBRARY



CQ  
~~no. 194~~  
no. 194

COLLEGE COLLECTION

Gift of  
Betsy Gertrude Elizabeth Rea

**THE PRESCHOOL CHILD AND TELEVISION**

by

**BETSY GERTRUDE ELIZABETH REA**

✓  
5147

A thesis submitted to  
the Faculty of  
The Consolidated University of North Carolina  
in partial fulfillment  
of the requirements for the degree  
Master of Science in Home Economics

Greensboro

1955

Approved by

Bess H. Rosa  
Adviser

## ACKNOWLEDGMENT

The writer expresses sincere appreciation to Mrs. Bess N. Rosa whose direction and guidance have made this thesis possible; and to the thesis committee: Mrs. Johanna McCartney, Dr. Eugenia Hunter, Dr. Katherine Roberts, and Mr. David M. Davis for their assistance and encouragement during the development of this thesis.

Appreciation is extended to those who aided in contacting mothers and to the mothers who provided the data for this thesis.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
The problem . . . . .	1
Definitions of terms used . . . . .	3
Description of study . . . . .	3
Preview of thesis organization . . . . .	4
II. RESUME OF PREVIOUS INVESTIGATIONS . . . . .	6
Review of literature . . . . .	6
Summary of WUNC Television Survey, Children's Questionnaire . . . . .	11
III. NATURE OF SEVEN-DAY OBSERVATION . . . . .	17
Sources of data . . . . .	17
General directions . . . . .	19
Return of Questionnaire . . . . .	19
Personal data on families . . . . .	21
IV. ANALYSIS OF SEVEN-DAY OBSERVATION . . . . .	25
Hours of viewing . . . . .	25
Programs and frequency of viewing . . . . .	35
Effects on child's behavior . . . . .	37
Selection of programs . . . . .	42
Sharing of programs . . . . .	45
Parent's reactions to child's viewing . . . . .	46
Summary of Seven-day observation . . . . .	51



## CHAPTER

## PAGE

V. PARENTS' WISHES CONCERNING PROGRAMS FOR THE PRESCHOOL	
CHILD . . . . .	54
Desired characteristics of programs . . . . .	54
Specific programs voluntarily rated . . . . .	56
General comments . . . . .	58
VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	59
Summary of information . . . . .	59
Conclusions . . . . .	62
Recommendations for further study . . . . .	63
BIBLIOGRAPHY . . . . .	66
APPENDIX . . . . .	68

# LIST OF TABLES

TABLE	PAGE
I. Responses to Children's Questionnaire, TV Household, for Three, Four and Five-Year-Olds . . . . .	12
II. Return of Questionnaires . . . . .	20
III. Effects on Child's Behavior During Viewing . . . . .	38
IV. Effects on Child's Behavior After Viewing . . . . .	43
V. Programs for the Preschool Child Voluntarily Rated by Parents . . . . .	57

# LIST OF FIGURES

FIGURE	PAGE
1. Total Hours Spent Viewing Television During the Observation Period . . . . .	27
2. Relationship of the Age of the Child to Total Number of Hours He Spent Viewing TV . . . . .	29
3. Relationship of the Sex of the Child to the Total Number of Hours He Spent Viewing TV . . . . .	30
4. Relationship of the Child's Place in the Family to the Total Number of Hours He Spent Viewing TV . . . . .	32
5. Relationship of the Preschool Enrollment of the Child to the Time He Spent Viewing TV . . . . .	33
6. Total Number of Hours TV Viewed During Each Hour of the Day by the Thirty-Nine Children for Seven Days . . . . .	34

## CHAPTER I

### INTRODUCTION

Television, a new form of communication, has come into the homes of many of our American families. It offers entertainment through sight as well as sound. We accept it readily. The preschool child who usually spends much of his time in the home with little planned activity has become an ardent television fan. Hours formerly spent in play are now spent viewing television. How will this affect children? How can we use television to the best advantage for preschool viewers?

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to find out (1) how much time the three, four and five-year-old child spends viewing television; (2) the programs he views; (3) the child's reaction during and after viewing; (4) the parent's likes and dislikes about the child's viewing; (5) the controls the parent places on the child's viewing; and (6) what kind of programs the parents would like for their child.

Importance of the study. Much advice and opinion is available concerning the relationship of a child to the TV set. However, there has been little research done to find out what situations actually exist, and what can be done to improve those situations. The few existing studies that are reported are directed toward the school age child. No research was found which was limited to preschoolers, and yet Witty found in a



related study that the five-year-old is one of the heaviest viewers in the family.<sup>1</sup> In this study an attempt is made to find out what situations exist concerning the preschool child and his relationship to TV, and what problems and suggestions parents have about their own preschool child's televising.

It seems desirable to have television programs for them that are enlightening as well as entertaining. Persons striving to produce such programs need to have more knowledge of the preschool child's televising.

Limitations of the study. The questionnaire itself made the sample selective, in that only alert, interested, and intelligent parents who could and would afford the time, voluntarily co-operated in making the observation. Thirty-nine families were represented in this study. The children observed were 3-, 4-, and 5-year-olds. No final conclusions about the general population can be made, but from these questionnaires comes an idea of what situations exist in homes where parents are interested in and aware of their children's televising. This is a beginning in a broad area - The Preschool Child and Television.

Hypotheses of the study. These hypotheses were believed to be true when plans for the study began:

1. Children 3-, 4-, and 5-years of age do watch television in homes that have sets.
2. A seven-day record kept by the co-operative parent will give a fair picture of the child's experience with TV.

---

<sup>1</sup>Paul Witty and Harry Bricker, *Your Child and Radio, TV, Comics, and Movies*, Chicago: Science Research Associates, 1952, p. 5.

- a. Parents may observe ways in which this watching affects the children.
  - b. Parents may observe that some programs are helpful and others are objectionable for children.
3. Interested parents place regulations on the child's viewing as to the time of day, time spent viewing and programs viewed.
  4. Parents who are interested in their child, encourage him to evaluate programs, watch the ones that are of value, discouraging viewing of programs that have no value, and share the viewing with him as much as possible.
  5. These parents will have helpful suggestions for improving the quality of programs directed toward small children. This may be of value to Educational TV programming.
  6. There may be a difference in the viewing behavior noted in homes where children attend preschool.

## II. DEFINITIONS OF TERMS USED

Preschool Child. Throughout the report of this investigation children three, four, and five years of age are referred to as "preschool" children. Only children of this age group are included in the study.

Viewing. Viewing consists of looking at television with attention.

TV Household. The word household is used in this report to include all persons who live in one house together as a family. TV household is a household that contains a working TV set. TV is an abbreviation for the word television.

## III. DESCRIPTION OF STUDY

Source of data. The Woman's College of the University of North Carolina has two preschool units, the Woman's College Nursery School and Curry Kindergarten. Mothers of children who had TV sets in the home were

invited to volunteer to keep the seven-day observation. The director of the Woman's College Nursery School was in charge of a nursery school program on the Consolidated University's Educational TV station. Children participated in the program. The mothers of these children were also asked to volunteer.

Method of procedure. Mothers of 3-, 4-, and 5-year-olds were asked personally to fill out the questionnaire, which contained blanks for the observation of a week's televiewing behavior. Only one child per household was observed. Directions were given in person for filling out the blanks and directions were included in the questionnaire. The author kept in contact with the volunteers during the observation time. After completion, the questionnaires were returned personally or by mail.

Treatment of findings. Data has been analyzed and summarized. Tables and graphs are used to relate findings.

#### IV. PREVIEW OF THESIS ORGANIZATION

A brief preview of the organization of the remainder of the thesis will show the relationship between various parts.

Resume of previous investigations. Contributions of previous investigations are pointed out. A review of literature pertinent to this study is given. Special emphasis is placed on the WUNC Television Survey, Children's Questionnaire, TV Households. This Survey was done in North Carolina in the Spring of 1954.

Nature of study. The questionnaire is explained. A description

of the study includes the sources of data, general directions and return of the questionnaire. Personal data on the families responding and the child observed is summarized to give a picture of the selective sample.

Analysis of the seven-day observation. Hours of viewing are summarized as to individual children, and time of day. Data received on programs relates the names of the programs these children watched, and the number of times each program was watched during the week. The observer's notes on the child's reactions to these programs during and after viewing are classified. A record of whether the child chose the programs viewed and shared them is presented. Parents expressed their reactions to the child's daily viewing, as to likes, dislikes and the controls they used concerning their child and television.

Parents' wishes concerning programs for children. Parents listed desired characteristics of programs, and voluntarily rated specific programs. General suggestions were expressed.

Summary, Conclusions, and recommendations. The study is summarized. Conclusions of the study are restated. Recommendations are given for research beyond the limits of this investigation.

Bibliography. Sources of contributions of literature and previous investigations are cited.

Appendix. The children's questionnaire of the WUNC Television Survey, TV Households is included. The question for the study of the Pre-School Child and Television is included.



## CHAPTER II

### A RESUME OF PREVIOUS INVESTIGATIONS

Although television is a new development, there has been much written about it. Only related literature that is based on research and advice from authorities is reviewed.

#### I. REVIEW OF LITERATURE

A new mass medium, television, has become a part of our family life. We accept it readily as a form of communication, but we often question its entire effect, good and bad, upon the people who watch it. A few studies have been made in trying to evaluate the effect of different aspects of television on school children. To date, no specific study is found on the preschool child and TV. However, it is interesting to note research that is related to this question.

Paul Witty says that ". . . 5- and 6-year-olds are among the heaviest viewers in the family. They often watch television four or more hours a day."<sup>1</sup> It seems that school does not compete for their time.

In 1951 the Joint Committee on Educational Television conducted a study of the kind of programs being telecast in New York City. They found that only one station had entertainment designed for preschool children - a one-half-hour period program a day. "Yet 4- and 5-year-olds are ardent viewers."<sup>2</sup>

---

<sup>1</sup>Witty and Bricker, loc. cit.

<sup>2</sup>Witty and Bricker, op. cit., p. 14.

In 1950 Paul Witty began a series of studies of school children and television with a study of 2100 children. One of the findings was that 40% of the children included had access to TV sets. Some parents indicated concern over the amount of time their children spent viewing. They felt that TV was turning their children into spectators. In 1953, Witty found that 92% of the students had TV sets in their homes, and that the negative reactions of the parents to the students televiewing had changed with the increase in ownership. The potentialities of TV became increasingly recognized.<sup>3</sup>

In 1951 Eleanor E. Maccaby finished a two months' study on the impact of TV on school children. In summarizing mothers' responses to questions asked, it is interesting to note the following:<sup>4</sup>

1. One-third of the families report a certain amount of tension over getting children to come when meals are ready.
2. Many mothers say that eating while viewing has no bad effects, meals are more leisurely, and without so much "fussiness."
3. At bedtime 46% of parents say they have no problem getting the child to go to bed; 18% say they must give the order but the child offers no resistance; 36% of the time there is a conflict and the child does not want to leave the TV set.
4. Fifty-four percent of the mothers think it is easier to take care of their children since they have TV sets.
5. Children are likely to spend more time with TV when parents are devoted fans.
6. Some report loss of interest after owning set for a time; some report increased appreciation, especially in younger children.

---

<sup>3</sup>Constance Carr, Editor, Children and TV, Washington, D. C.: Association for Childhood Education International, 1954. p. 7.

<sup>4</sup>Eleanor E. Maccaby, "Television: Its Impact on School Children," Public Opinion Quarterly, Vol. XV (Fall, 1951), pp. 421-444.

7. Thirty-nine percent of the parents asked, said that there were programs that they did not want their child to watch; 34% said there were no programs forbidden.
8. Some use TV as a reward, and some as a "pacifier."
9. Parents who have TV feel that it has advantages for their children in that it is entertaining, educational and "takes care" of them.

In 1953 the Connecticut Parent-Teacher organization conducted a survey to find out what parents thought about television as it affected their children and their families. Many interesting points were brought out.<sup>5</sup>

1. Those who have sets watch once per day, at least. Those who do not have sets watch TV at least once per week.
2. The average viewing time on weekdays was 2 to 3 hours daily; on Saturdays and Sundays, 4 hours.
3. For every three homes where programs are selected by adults there are two where children do the choosing.
4. Nearly half the parents let their children watch any program they choose. The other half exercise some supervision. Only a few are strict.
5. Eight out of nine parents set limits for the time spent viewing.
6. Most forbidden programs were crime, murder, and mystery.
7. Most popular times were from 5 p.m. until supper, and from 7 p.m. until 9 p.m. or bedtime.
8. Three out of five parents think TV has helped their preschool children to read.

---

<sup>5</sup>R. W. Morton, "How Connecticut Parents View TV," National Parent-Teacher, Vol. 47, February, 1954. p. 32.

9. Seventy-four percent are in favor of having the Department of Education offer educational programs through TV stations.

In an effort to obtain some definite advice about children and television, Robert M. Goldenson sent a questionnaire to sixteen professional people in the field of child development. He summarized their replies as follows:<sup>6</sup>

1. Encourage your child to explore many types of programs - but keep an eye on what he sees and what is available. Discuss this in the family.
2. If a child becomes overwrought by some programs, eliminate them for the time being at least - but don't fail to see whether or not there might be a deeper cause for his reaction.
3. Don't merely limit the time spent on television - help the child plan his entire week so that he will have time for all kinds of activities.
4. Discourage regular viewing of programs that might set false standards - but explain why they are undesirable.
5. Realize that children need children's fare: thrills, action, sheer nonsense - but that they also have an urge to grow and be like adults, and will appreciate many adult programs.
6. Individually and through organizations, offer constructive suggestions to broadcasting stations and producers for better television programs.
7. In general, use the same kind and amount of intelligent guidance with regard to television that you use in any other spheres of your child's life - and have faith in his ability to manage himself well.

In its annual report of 1954, the National Association for Better Radio and Television points out its dismay over the volume of crime and violence that dominate television programs for children. ". . . More cash (is needed) to provide one single half-hour crime western than (is) spent

---

<sup>6</sup>Robert M. Goldenson, "Television and Our Children: The Experts Speak Up," Parents' Magazine, December, 1954. p. 82.



to produce all 21 program periods rating the NAFBRAT accolade of 'excellent.'<sup>7</sup>  
 Its Committee on Children's Radio and Television reports, ". . . there are  
 four times as many TV crime programs available to youngsters today as  
 existed in 1951."

The following ratings were given childrens programs by NAFBRAT:<sup>7</sup>

EXCELLENT:

Adventures of Blinkey  
 Campus Farmers  
 Contest Carnival  
 \*Ding Dong School  
 Kukla, Fran and Ollie  
 Little School House  
 (not WUNC program)  
 \*Mr. Wizard  
 \*Super Circus  
 The Princess  
 Who Knows This  
 \*Winky Dink and You  
 Youth Takes a Stand  
 Youth Wants to Know  
 \*Zoo Prade

GOOD:

Pet Showcase  
 Playcrafters Club  
 Thunderbolt  
 Time for Beany  
 Webster Webfoot

FAIR:

Buffalo Billy  
 Cartoon Carnival Time  
 Dusty Walker Show  
 \*Howdy Doody

POOR:

Commander Comet  
 Sheriff John

OBJECTIONABLE:

Joe Palooka  
 \*Pinky Lee Show  
 Saturday Funnies  
 Space Funnies  
 Space Hopper's Matinee  
 Gene Autry Show  
 \*Annie Oakley  
 Cisco Kid  
 Flash Gordon  
 Hopalong Cassidy  
 Kit Carson  
 Lone Ranger  
 Range Rider  
 \*Rocky Jones, Space Ranger  
 Roy Rogers  
 \*Sky King  
 Space Patrol  
 \*Superman  
 Terry and the Pirates  
 \*Wild Bill Hickok

MOST OBJECTIONABLE:

\*Captain Midnight  
 Captain Video  
 Dick Tracy  
 Eastside Kids  
 \*Ramar of the Jungle

---

<sup>7</sup>"Special Report on Radio, TV Shows for Children," The 2 to 5 World News, September, 1954, pp. 4-5.

\*Programs may be viewed locally.

## II. SUMMARY OF WUNC TELEVISION SURVEY, CHILDREN'S QUESTIONNAIRE

Before setting up its educational TV station, WUNC, the Consolidated University of North Carolina conducted a television survey. The survey was directed and carried out by the Institute of Statistics of the University of North Carolina in the Spring of 1954. A random sample of TV and non-TV households in the area of North Carolina that was to be served by WUNC Television Station was interviewed. The survey contained a "Children's Questionnaire (3-18 yrs. old)." In the group of households who had TV sets there were one hundred and fourteen children within the age group of 3, 4, and 5 years. Some conclusions are pertinent to this study. Only totals are reported here.

The interviewee was asked what time the child was away from home yesterday. Then, the questions "During what times was (he-she) watching TV in the household yesterday?" and "Could you tell me at about what times (he-she) watched TV outside the household yesterday?" were asked. Following later was the question "At what times is (he-she) not allowed to watch TV?" Some interesting totals are listed in Table I.

TABLE I

RESPONSES TO CHILDREN'S QUESTIONNAIRE, TV HOUSEHOLD,  
FOR THREE, FOUR, AND FIVE-YEAR-OLDS\*

Time of Day	No. of Children at Home	No. of Children Who Watched TV at Home	No. of Children Away from Home	No. of Children Who Watched TV Away from Home	Times Child Not Allowed to Watch TV**
7-8 a.m.	109	17	5	0	3
8-9	103	18	11	0	3
9-10	94	17	20	1	5
10-11	86	15	28	2	2
11-12	88	28	26	2	2
12-1 p.m.	100	11	14	2	2
1-2	96	13	18	1	2
2-3	100	20	14	2	4
3-4	95	19	19	2	3
4-5	98	28	16	3	4
5-6	101	41	13	2	6
6-7	106	35	8	1	3
7-8	106	62	8	1	1
8-9	108	47	6	2	2
9-10	110	16	4	1	3
10-11	112	4	2	0	3
11-12	112	1	2	0	3

\*Four parents responded "don't know" for the whole day.

\*\*Assume, others are allowed to watch. Reasons why not allowed are in a following question.

When the interviewee said that there were times when the child was not allowed to watch TV, the interviewer asked for the main reasons why these times were forbidden.

List of reasons child is not allowed to view TV at certain times:

<u>Reason</u>	<u>Frequency of Mention</u>
Interferes with bedtime	2
Health (e.g., eyestrain)	2
Interferes with outdoor exercise time	1
Disturbing to other members of household	1
Specific time set for viewing	1
Undesirable programs	6
No reason; is allowed to view at any time	101

The interviewee was asked, "What TV programs do you think are good programs for (the child) to watch?". Some responded by giving specific names of programs, and some by giving program types. Both are listed below with frequency of mention.

List of programs adults thought were good programs for the child to watch:

A. Specific Programs:

<u>Program</u>	<u>Frequency of Mention</u>
Amos 'n' Andy	3
Art Linkletter's House Party	4
Arthur Godfrey	4
Big Top	27
Bing Crosby	1
Buick Berle Show	1
Buster Brown	2
Boston Blackie	1
Candy Carnival	1
Cartoon Carnival	1
Cisco Kid	7



<u>Program</u>	<u>Frequency of Mention</u>
Cactus Jim	3
Cirole K	2
Crusader Rabbit	1
Carolina in the Morning	1
Ding Dong School	6
Doctor I.Q.	1
Fred Kirby	1
Friendly Bank	1
Garry Moore Show	6
Hopalong Cassidy	2
Howdy Doody	29
I Love Lucy	14
I've Got a Secret	1
Jackie Gleason Show	6
Jane Frohman	1
Johnny Jupiter	1
Life With Father	2
Lone Ranger	8
Meet the Boss	1
My Friend Irma	2
My Little Margie	8
Nature Museum	1
Pinky Lee Show	20
Private Secretary	3
Rod Brown Rocket Ranger	6
Roy Rogers	1
Range Rider	3
Ramar of the Jungle	1
Sky King	1
Strike It Rich (Bert Parks)	4
Super Circus	27
Six Gun Playhouse	4
Superman	3
Tell a Story Time	5
The Morning Show	5

<u>Program</u>	<u>Frequency of Mention</u>
Toast of the Town	4
Topper	2
Winky Dink and You	9
Western Round Up	1
Zoo Parade	4
 B. <u>Program Types:</u>	
<u>Type</u>	
News programs	1
Variety Shows	1
Sports Events	1
Complete TV Plays	2
Western, hillbilly shows	23
Children's programs (teen-age, youth programs)	14
Religious programs	7
Comedy Shows	7
Personal interviews	2
Quiz programs	1
Cartoons, puppet shows	7
Music programs	2
Educational programs	2
Adventure stories	2
Any type of program is all right	2
No answer	10
	<hr/> 337*

The interviewer asked if the child in question attended preschool. They reported two children going to school, seven to kindergarten and one to nursery school. Ninety-eight attended no school and six gave no response.

When asked if the school or preschool where the child attended had a TV set that the child could watch, no interviewee said "yes." Two persons did not know and one gave no response.

---

\*Greater than 114 because multiple answers were given.

From this survey we see that the heaviest viewing time for these children, 3, 4, and 5 years old, was around the night meal. Between the hours of 7 and 8 p.m., sixty-two of the one hundred and fourteen children included in the survey were watching TV "yesterday." Little viewing was reported away from home, and few interviewees restricted the child's time of viewing. Twenty-nine parents thought Howdy Doody a good program for the child to watch; Big Top and Super Circus were mentioned twenty-seven times and Pinky Lee Show, twenty times. One hundred and one persons allowed the child to view at any time during the day. The reported range of hours when viewing occurred ran from 7 a.m. to 12 p.m. which was the whole time span covered by the questionnaire.

## CHAPTER III

### NATURE OF SEVEN-DAY OBSERVATION

The questionnaire\* used consisted of a page of explanation and direction; a page for personal data; and seven observation blanks, one for each day of a week. The seven daily observation blanks were set up to be filled out by the observer as she observed. The record was to include the name of the observer, the name of the child observed, the date, the day of the week, the hours when the child watched television, the names of the programs he watched, whether he chose the programs, whether the programs were shared with others, how it seemed to affect him during viewing, and whether after-effects were noted, what the parent liked and disliked about the child's day with television and what controls she used. This type questionnaire required the observer to be an interested, alert, and intelligent person. Parents were invited to volunteer and no pressure was placed on them. This method was used to insure a high percentage return of thoughtfully completed questionnaires. It was suggested, but not required, that the seven days of observation (each day in the week being represented by a blank) be done in one week.

#### I. SOURCES OF DATA

There were three ways in which the Woman's College was connected with preschool education. These were the Woman's College Nursery School, Curry Kindergarten and "Little School House" (the program on WUNC TV for

---

\*See Appendix for questionnaire.



preschool children and using preschoolers on the program). Among these groups were believed to be parents with the necessary characteristics to fill out this questionnaire.

Woman's College Nursery School. The children in the Woman's College Nursery School are of ages 3 and 4, or recently turned 5. The questionnaire was discussed in one of the parents' meetings. Parents who had TV sets in their households were invited to volunteer individually, after the meeting. Questionnaires were to be returned to the Nursery School teachers.

Curry Kindergarten. Students in the Curry Kindergarten are 5-year-olds or become six during the school year. Personal conferences were arranged by the Curry Kindergarten teacher for the author with the parents of five-year-olds whose households contained a TV set. Those interested in making the observation were given the questionnaire which was to be returned to the Curry Kindergarten teacher when completed.

"Little Schoolhouse." The Consolidated University of North Carolina opened an educational television station in January of 1955. The Director of the Woman's College Nursery School was in charge of a TV program for preschool children, "Little School House." Four and five-year-old children participated in the show. The telephone numbers of parents with TV sets whose children had been on the show were obtained. The mothers were called. A brief explanation of the study and its purpose was given and when the person indicated interest in the study, a questionnaire was sent by mail for her to examine. After the questionnaire arrived at the home, the mother was again telephoned to find out if she definitely

would make the observation, and if there were additional questions. Stamps and self-addressed sticker were sent with the questionnaire for returning by mail. The same envelope was used for sending and returning.

## II. GENERAL DIRECTIONS

The observer was asked to make no attempt to change the usual way the child had been using television. She was also asked to keep the observation blanks handy and to make notes while observing. It was suggested, but not required that the seven day observation blanks be filled out in a one-week period of time. Several weeks were allowed for observing. At the end of this time, each day of a week was to be represented by a completed blank. For example, if a mother was out of town on the Wednesday of the particular week in which she was observing, Wednesday of the next week could be used for the "Wednesday" observation. Only one child in a household was to be observed.

## III. RETURN OF QUESTIONNAIRE

Persons making the observation were contacted either by personal conference or by telephone at least once during the observing period, to see how the study was progressing. In a few cases more contacts were necessary. A total of forty-nine persons were interested in making the study. Thirty-nine questionnaires were returned with observations completed.

TABLE II  
RETURN OF QUESTIONNAIRES\*

	N.S.	C.K.	L.S.H.	Total
Volunteered to observe	16	12	21	49
Questionnaires returned:				
Observed and returned	14	8	17	39
Returned before observation completed			1	1
Returned without starting			1	1
Questionnaires not returned:				
Reported would return, but failed	1	2	1	4
Not returned, no reason given	1	2	1	4

\*N.S. refers to the Woman's College Nursery School.

C.K. refers to the Curry Kindergarten.

L.S.H. refers to those persons contacted through the TV program "Little School House."

## IV. PERSONAL DATA

The cover of the questionnaire asked for the following personal data: Name, address and occupation of the parent, number of family members in the household and the name, age, sex, and place in the family of the child observed. In reporting personal data, only the 39 completed and returned questionnaires are considered.

Area from which data was gathered. Only persons who lived in or near Greensboro were invited to help with the study. Thirty-seven of the completed observations were done by persons within the Greensboro city limits. Two persons who lived on Greensboro routes completed the observation and questionnaire. These two had Greensboro phones.

Occupation. Thirty-seven mothers were full-time homemakers. One mother had a part-time job, and one mother was employed in a full-time job.

Father's occupation was often given though not specifically asked for by the questionnaire. These are included to help describe the type of people that are obtained in a voluntary sample such as this. Nine fathers were executives in various companies. Four fathers were salesmen, three were professors, and two were accountants. A minister, an engineer, a school principal, an attorney, and a comptroller were listed. Fifteen questionnaires only listed the mother's occupation. In one case the father was not with the family.

Number of family members. The number of family members was considered to be the total number of persons living together in a household.

Only the total number was requested. The listing below shows the range that resulted.

<u>Family Members</u>	<u>Number of Families</u>
3 family members	6
4 family members	21
5 family members	8
6 family members	1
7 family members	<u>3</u>
Total	39

Child observed. The name, age, place in the family and sex of the child observed was asked. Later in the questionnaire the parent reported if her child was attending a nursery school or kindergarten, or remaining at home. This is included here.

Only parents whose children were three-, four-, and five-years-old were invited to help with the study. The age range of the children observed is listed below.

<u>Age of Child</u>	<u>Number of Children</u>
$3\frac{1}{2}$ years of age	3
4 years of age	8
$4\frac{1}{2}$ years of age	10
5 years of age	13
$5\frac{1}{2}$ years of age	<u>5</u>
Total	39

No effort was made to equalize the number of boys and girls observed. Listed below is the results obtained from the voluntary sample.



<u>Sex of Child</u>	<u>Number of Children</u>
Boys	17
Girls	<u>22</u>
Total	39

The place in the family of the child observed in each of the questionnaires varied. Children were classified as eldest child, only child, middle child and youngest child. No child was listed twice.

<u>Place in the Family</u>	<u>Number of Children</u>
Eldest child	14
Only child	6
Middle child	8
Youngest child	<u>11</u>
Total	39

On the daily observation blank the parent was asked if the child observed was away from home, and if so, what hours. From these questions came information as to the enrollment of the child in a preschool. Results are included here. An attempt was made to equalize the number attending and not attending preschool, but was not successful.

<u>Preschool Enrollment</u>	<u>Number of Children</u>
Attending a nursery school	14
Attending a kindergarten	10
Attend no preschool	<u>15</u>
Total	39

The families who were invited to help make the study were parents of three-, four-, and five-year-olds who had television sets in their

homes and who lived in the immediate vicinity of Greensboro. Names of prospective parents were obtained through the Woman's College Nursery School, Curry Kindergarten, and "Little School House." General directions were given for observing and filling out the questionnaire. Contact was kept with those observing. Thirty-nine questionnaires were completed and returned. Most of the mothers who cooperated were full-time home-makers. The majority, 21 of the children observed, were of 4-member families. The ages of the children ranged from  $3\frac{1}{2}$  years of age to  $5\frac{1}{2}$  years of age. There were 22 girls and 17 boys observed. The place of the child in the family varied. Twenty-four children included attended a preschool; fifteen attended no preschool.

## CHAPTER IV

### ANALYSIS OF SEVEN-DAY OBSERVATION

In each questionnaire\* there was a blank for the recording of seven days observation of the child's viewing. Each day of a week was represented by a blank. The blank did not necessarily have to be filled out in one single week. Each daily blank contained space for the name of the observer, name of the child being observed, the date, the day of the week, the time of viewing, names of programs viewed, if the child chose the programs, if programs were shared, and the effects of each program on the child's behavior during and after viewing. On the back of each daily blank the observer was asked to express her likes and dislikes about the child's viewing for that day, and the controls she placed on the viewing.

#### I. THE HOURS OF VIEWING

First, the observer was asked to report the hours the child spent viewing. This was obtained in columns under "Time" entitled "From and "Until."

Total hours per child. The total of the number of hours each child spent viewing in the "week" observed was calculated. The hours of viewing per child varied widely. One mother reported that during the entire time that she kept the questionnaire, her child (an only child) had not watched TV because he much preferred to play outside. The weather had been very

---

\*See Appendix for questionnaire.

pleasant during this time. In contrast, a mother with a small baby encouraged her  $4\frac{1}{2}$ -year-old child to watch TV. This child was reported to have watched 21 hours and 15 minutes in the "week" observed. The mother adds that in some cases the set was on and the child was in the room; he did not always pay close attention to each entire program, but the set was entertaining him. These are the extreme cases that were reported.

The number of hours that each child spent viewing TV during the observation period was tabulated. An array of the individual totals was made, arranging them in order from the smallest to the largest number of hours spent viewing. The following graph was made to illustrate this array.

Seven children viewed television for less than four hours, twenty-three children from five to eleven hours, and nine children watched from eleven to twenty-two hours during the period of observation. The majority of the children watched television from seven to twelve hours per week.

There is a wide range in the number of hours individual children spent viewing TV. Two children watched less than an hour each, during the observation period, and one child watched more than twenty-one hours during the observation period.

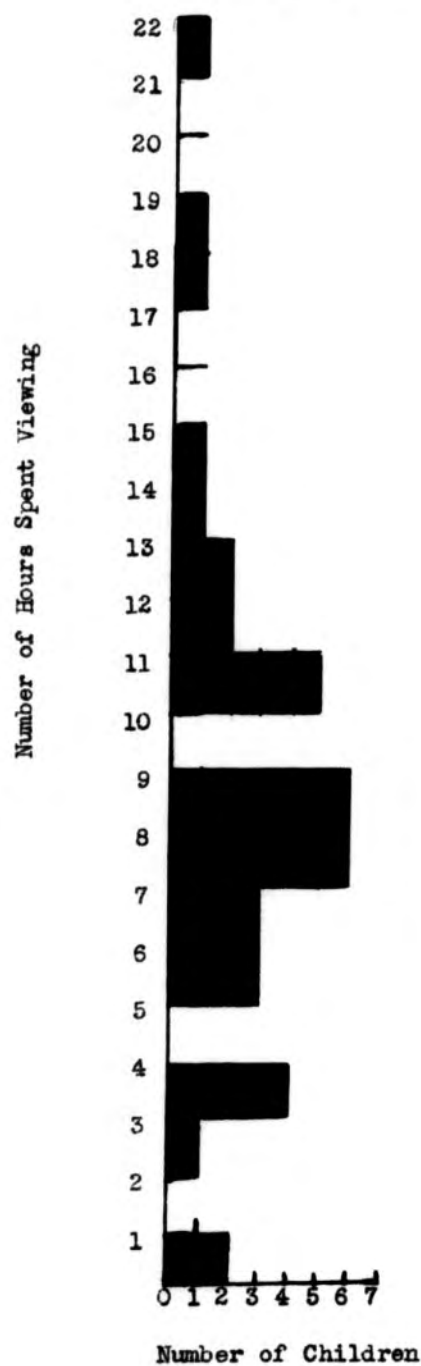
Viewing related to personal data. Personal data on the child observed was asked to be given in the questionnaire.\* The information given included the age, sex, place in the family, and the preschool enrollment of the child. As the study progressed, interest was aroused in the relationship between the items of personal data on each child, and the

---

\*See Appendix.

FIGURE 1

TOTAL HOURS SPENT VIEWING TELEVISION  
DURING THE OBSERVATION PERIOD





total number of hours he viewed TV during the observation period. Each item of personal data was divided into its components. Then within each item, an array\* from the smallest to the largest was made of the individual totals for each component. The data treated in this manner was then charted for comparison in graphic form. Interesting indications are noted in the following graphs. However, a more specific and thorough study is needed before these can be considered definite conclusions.

The total viewing hours per child is related to the age of each child in the following graph. Few children 3 years of age were included in the study. Eighteen 4-year-olds and eighteen 5-year-olds were included. The graph indicates that 5-year-olds tend to spend more hours viewing TV than 4-year-olds. Individual viewing within the 4-year-old group varies more widely than individuals within the 5-year-old group. Perhaps the older children have formed more regular televiewing habits.

The children observed were divided into two groups, male and female. There were 22 girls and 17 boys. An array of the total hours that the individual children within each group viewed television was made. Each group has been plotted on the graph in Figure 3, starting with the smallest number of hours viewed and progressing to the largest. There is a wide range of the totals within both groups, and the boys had a wider range than the girls. The girls as a group seemed to have more regular televiewing habits.

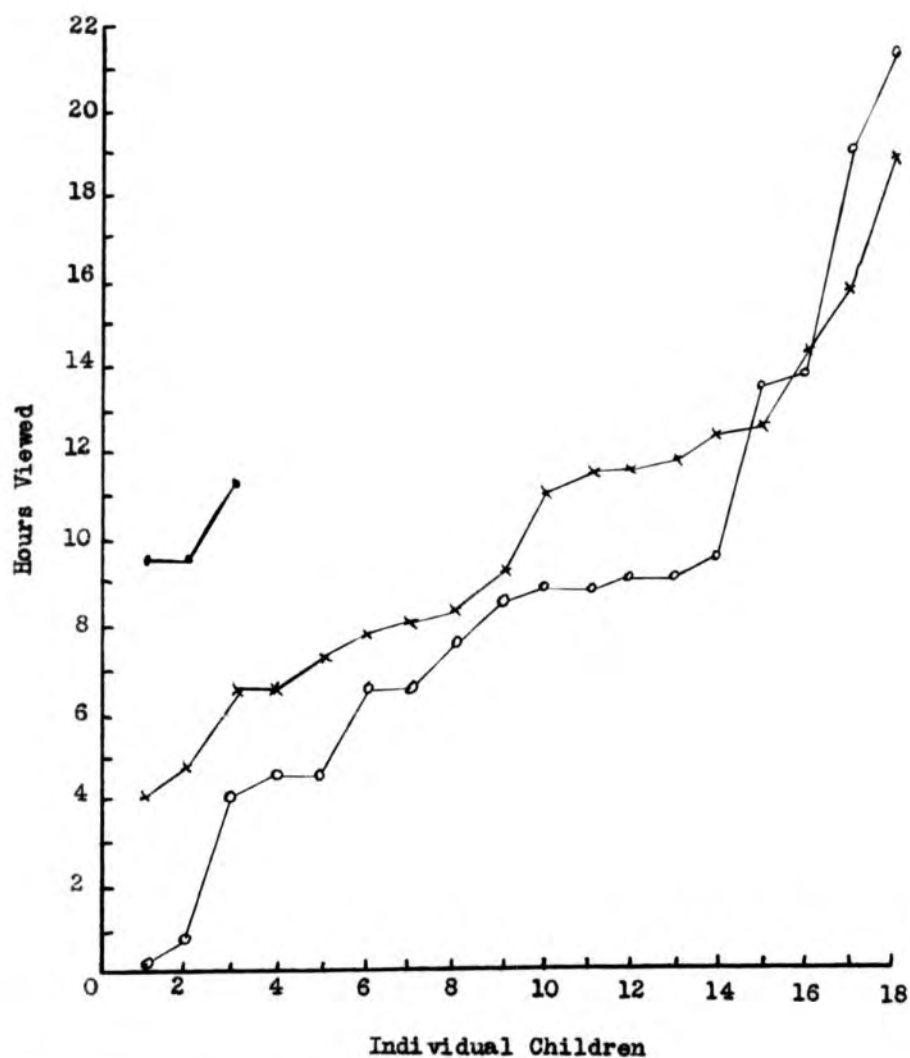
---

\*A rearrangement of the raw data from smallest to the largest, (or vice versa). From this form of arrangement, the tendency of the items to concentrate, the highest and lowest points in the range and the distribution of the items within the range can be readily seen. Thus the treatment of the data was facilitated.

FIGURE 2

RELATIONSHIP OF THE AGE OF THE CHILD TO TOTAL NUMBER  
OF HOURS HE SPENT VIEWING TV\*

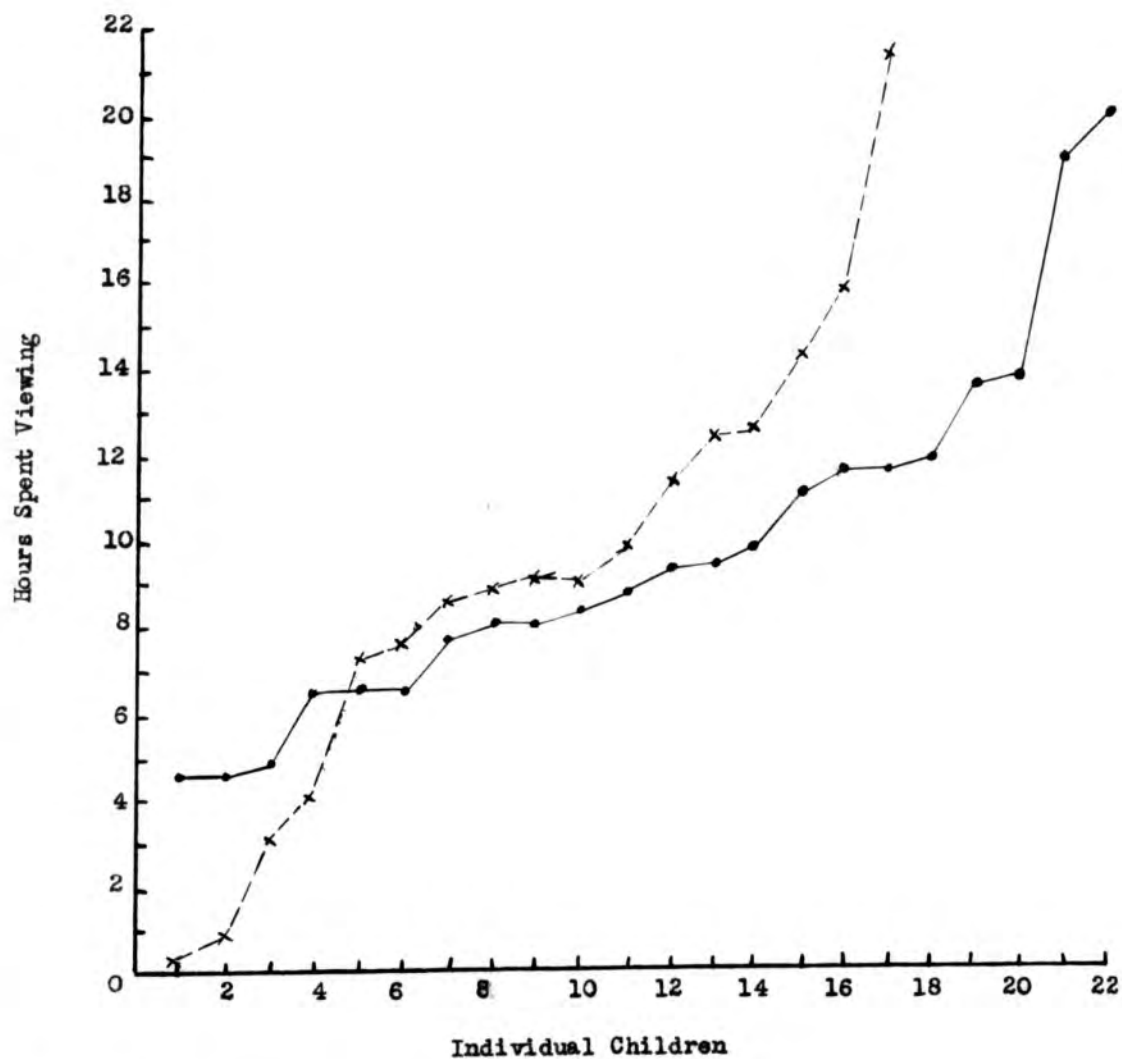
Three-year-olds    • ———  
Four-year-olds    ○ ———  
Five-year-olds    x ———



\*See Appendix for Table.

FIGURE 3  
RELATIONSHIP OF THE SEX OF THE CHILD TO THE TOTAL  
NUMBER OF HOURS HE SPENT VIEWING TV\*

Male x - - -  
Female • ———



\*See Appendix for Table.

The place that the child occupied in the family is compared to the total time he spent viewing. Here again we see that within each group, individuals vary widely in the amount of time they spend viewing. Individual differences are greater than differences due to position in family. Family position made no appreciable difference in viewing.\*

The children were divided into three groups according to whether they were enrolled in a nursery school, or a kindergarten, or not enrolled in a preschool. An array was made of the individual totals within each group so data would be arranged in progressing sequence. The widest individual range of time spent viewing was within the group of children who attend no preschool. This range was from no hours to twenty-one and one-fourth hours. The average kindergarten child seems to view more than the average child of the other two groups. On the average, the children who attend nursery schools spent the least time viewing.\*

Viewing and time of day. Programs were listed as to time of day viewed. The seven days of observation for all of the children were included. The time spent viewing (for the 39 children) for each hour in the day was totaled. From the following graph in Figure 6, we see that the most popular time of day for viewing was 5:30 in the afternoon. Much viewing was done during the mid-morning, late afternoon, and early evening hours. Little viewing took place early in the morning, early in the afternoon (nap time perhaps) and after 9 o'clock at night.

One mother reported that her child is never as completely absorbed in any morning show as he is in the afternoon shows.

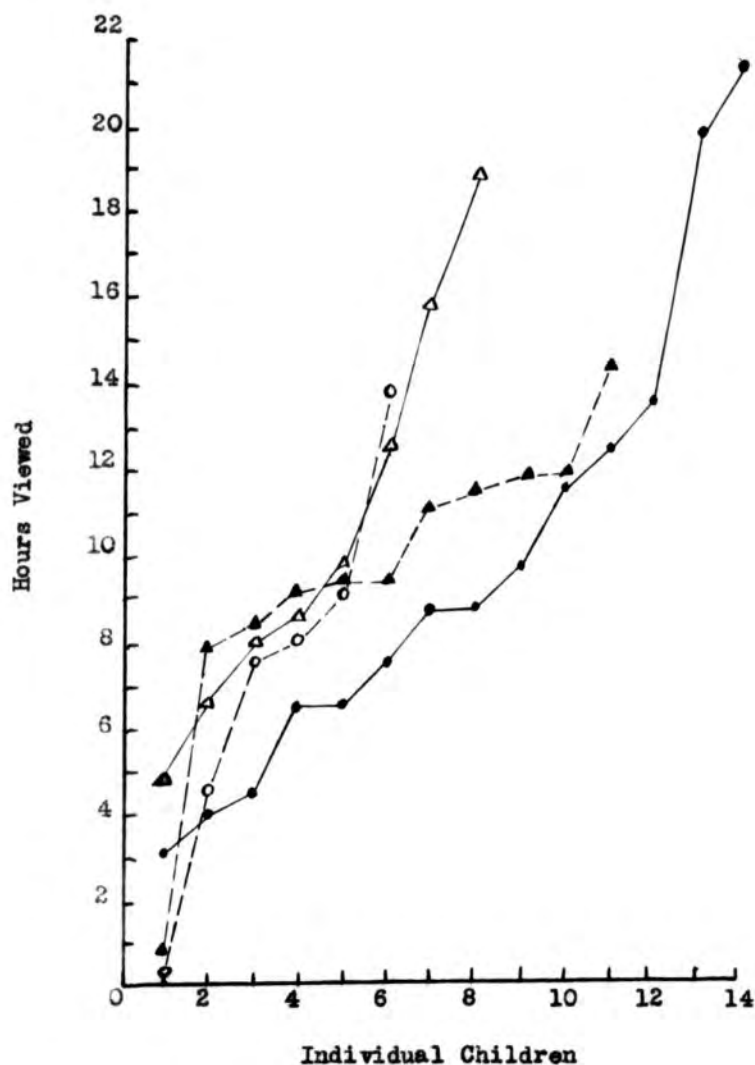
---

\*Graph follows.

FIGURE 4

RELATIONSHIP OF THE CHILD'S PLACE IN THE FAMILY  
TO THE TOTAL NUMBER OF HOURS HE SPENT VIEWING TV\*

Eldest child      ● ———  
Only child        ○ - - - -  
Middle child      ▲ - - - -  
Youngest child    △ ———



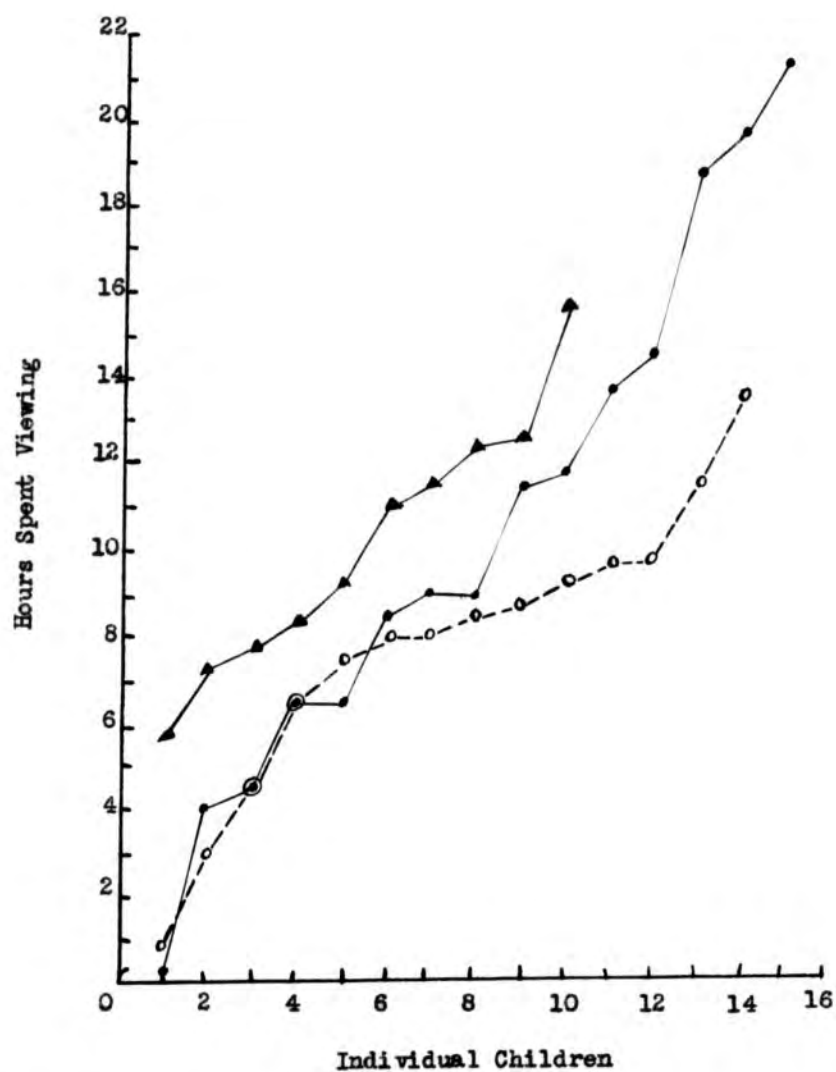
\*See Appendix for Table.



FIGURE 5

RELATIONSHIP OF THE PRESCHOOL ENROLLMENT OF THE CHILD  
TO THE TIME HE SPENT VIEWING TV\*

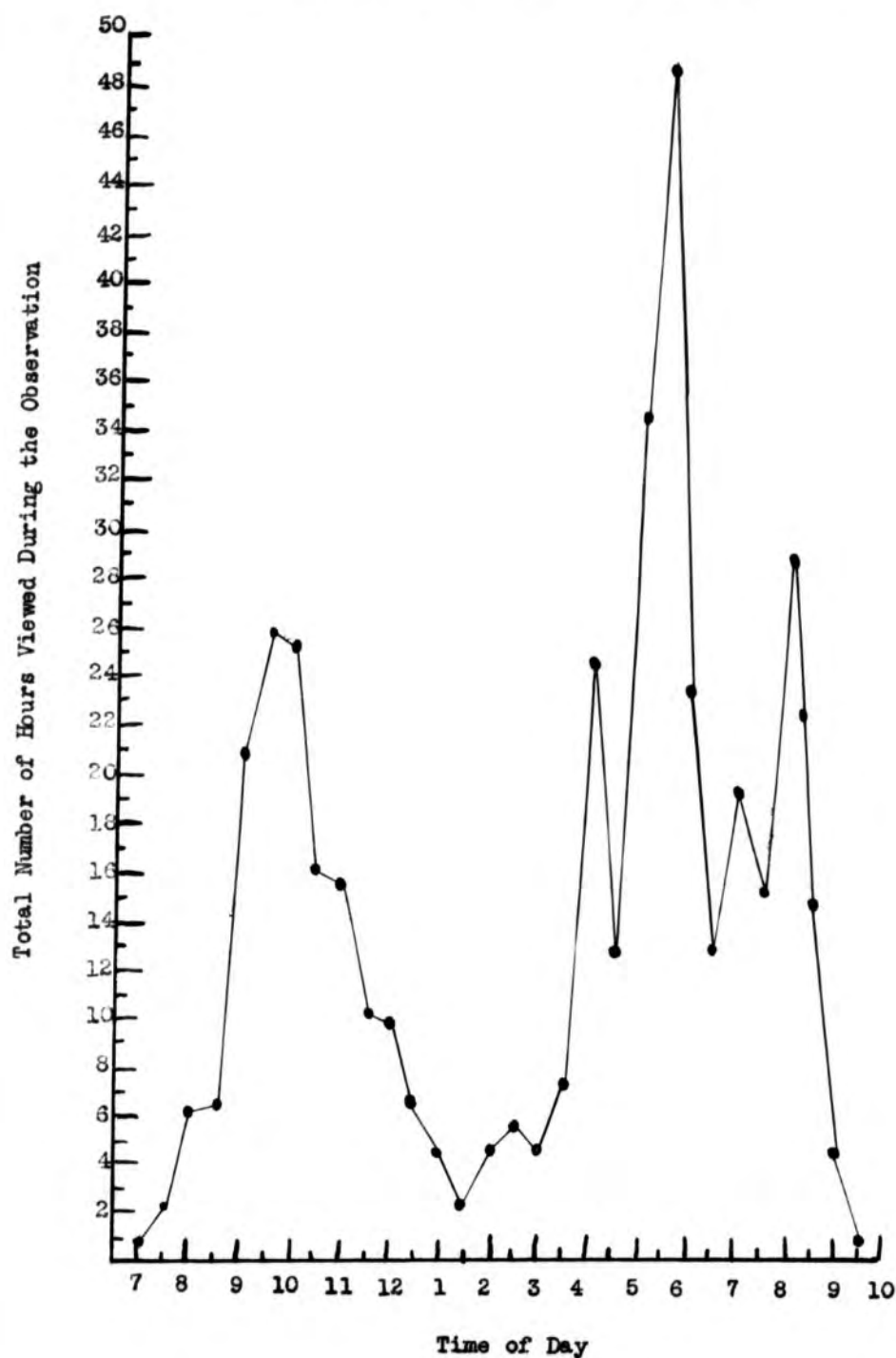
Nursery school children . . . . . o - - -  
Kindergarten children . . . . . ▲ ———  
Children not attending preschool . . . ● ———



\*See Appendix for Table.

FIGURE 6

TOTAL NUMBER OF HOURS TV VIEWED DURING EACH HOUR OF THE DAY  
BY THE THIRTY-NINE CHILDREN FOR SEVEN DAYS



## II. PROGRAMS AND FREQUENCY OF VIEWING

Mothers were asked to list the names of programs viewed on each daily observation blank. This may be seen in the appendix. The name of the program immediately followed the time of viewing.

Various programs viewed by the children during the period of observation were listed and the number of times each was viewed was tabulated. The programs named are listed below in order of the frequency viewed. It may be noted that some of these programs are on five days a week and others are not. Tabulation shows the total number of times that each program was watched.

<u>Programs Viewed</u>	<u>No. of Times</u>	<u>Continued:</u> <u>Programs Viewed</u>	<u>No. of Times</u>
*Howdy Doody	48	Super Circus	7
*Sixgun Playhouse	48	Barker Bill's Cartoons	6
*Romper Room	46	Big Payoff	6
*Pinky Lee Show	44	*Feather Your Nest	6
*Little School House	28	Lone Ranger	6
*Ding Dong School	23	Masquerade Party	6
Winky Dink	19	Space Cadet	6
*Art Linkletter's Houseparty	14	Superman	6
*Morning Show	12	Toast of the Town	6
Ozzie and Harriet	12	*What's Cooking	6
*Jolly Junction	11	Beat the Clock	5
Big Top	10	Buffalo Bill, Jr.	5
Captain Midnight	10	Jackie Gleason Show	5
Funny Boners	9	Mr. Sweeney	5
Disneyland	8	Omnibus	5
*Today	8	Ramar of the Jungle	5
Annie Oakley	7	Ray Bolger	5
*Bob Crosby	7	*Robert Q. Lewis	5
*Cartoon Carnival	7	*Tennessee Earnie	5
Paul Winchell	7	Topper	5
Perry Como	7		

---

\*Indicates program is on four or more days a week. Indications omitted after number of times viewed dropped below 5.

## List of programs continued.

<u>Programs Viewed</u>	<u>No. of Times</u>	<u>Programs Viewed</u>	<u>No. of Times</u>
Abbott and Costello	4	Faith for Today	1
Arlene Frances (Home)	4	Groucho Marks	1
Burns and Allen	4	I Led Three Lives	1
Happy Felton	4	I Married Joan	1
Jack Benny Show	4	Liberace	1
Kit Carson	4	My Little Margie	1
Mr. Wizard	4	Morning Chapel	1
This is the Life	4	Our Miss Brooks	1
Peter Pan (A special)	4	Outdoors Man	1
News (all)	4	Rin Tin Tin	1
Arthur Godfrey Time	3	Shower of Stars	1
Badge 714	3	Strike It Rich	1
Corliss Archer	3	Two for the Money	1
Gary Moore Show	3	The Search	1
I Love Lucy	3	This is the Story	1
Jane Froman	3	TV Reader's Digest Quiz	1
Movie Matinee	3	What's Your Trouble	1
Private Secretary	3	Zoo Parade	1
Sky King	3		
Story Land (WUNC)	3		
Tell Story Time	3		
Wild Bill Hickok	3		
Brighter Day	2		
District Attorney	2		
Eddie Fisher	2		
Janet Dean, RN	2		
Life With Father	2		
Martha Ray	2		
People Are Funny	2		
Ray Milland	2		
Red Button's Show	2		
Robert Cummings	2		
Roy Rogers	2		
Secret Storm	2		
Today's Homemaker	2		
TV Chapel	2		
Way of Life	2		
Way of the World	2		
Welcome Traveler	2		
Cisco Kid	1		
Comedy Hour	1		
Dinah Shore	1		
Douglas Fairbanks Presents	1		

### III. EFFECTS ON CHILD'S BEHAVIOR\*

The daily observation blanks asked for the effects of each program on the child's behavior during and after viewing. Parents seemed to note more effects of the program on the child's behavior during viewing than after viewing.

During viewing. Nine categories were set up to organize the parent's observations on the effect of television on the child while viewing. The totals of the reactions of the 39 children included in the study are given in the following table. A brief explanation of each category is given here to insure clarity of meaning.

Bored through-out. The child was in front of the set, watching, but obviously bored. At times he did not understand the program; at times he tried to distract the interest of others who were watching; and at times he had just waked up or was sick.

Lost interest and left set. The child viewed a part, or parts of the program for a short time. Then he lost interest and stopped viewing. This type viewing was done when the child particularly liked one act or character that was on for a brief time. Parents mentioned that returning to play, reading of a book, mealtime, bedtime, activity with others, and parents turning off the set were also reasons children viewed in this way.

Divided attention. The child's attention was constantly switching back and forth between the TV program and a non-related activity. Often this was playing with blocks, toys, or using art materials.

Mild passive attention. The child was inactively watching the program with little or no emotion showing. TV was most used in this way by children who were relaxing after activity, resting from illness, and watching during rainy or cold weather when there was little else for him to do.

Intense attention. The child was extremely interested. This included such reactions as amazement, excitement and suspense.

Amused. The child laughed or giggled, showing that the program was humorous to him.

---

\*Parents sometimes reported behavior during the program that was not necessarily caused by the program.



TABLE III  
EFFECTS ON CHILD'S BEHAVIOR DURING VIEWING\*

	Bored Through-Out	Lost Interest and left set	Divided Attention	Mild Passive Attention	Intense Attention	Amused	Afraid	Active Participation	Sales Response
Abbott & Costello		1	1		1	1			
Annie Oakley			1	2	3	1			
Arlene Francis			1	2	1				
Arthur Godfrey			2		1			1	
Art Linkletter		1	10	2	1				
Badge 714	1	1			1		1		
Barker Bill's Cartoons			1	2	1				
Beat the Clock	1		2		2				
Big Payoff			4	1					1
Big Top			3		7				
Bob Crosby		1	5						1
Buffalo Bill, Jr.		1	1		3				
Burns and Allen			2	1	1				
Brighter Day			1		1				
Captain Midnight			2	1	7				
Cartoon Carnival				1	2	4			
Cisco Kid					1				
Comedy Hour				1					
Corliss Archer			3		1				
Dinah Shore								1	
Ding Dong School		2	3	7	10			1	
Disneyland			1		7				
Douglas Fairbanks				1					
District Attorney	1						1		
Eddie Fisher								2	
Faith for Today				1					
Feather Your Nest			5	1					
Funny Boners				4	3	1		1	
Groucho Marks			1						
Gary Moore Show			1		1			1	
Happy Felton				1	2	1			
Howdy Doody		4	8	8	19	2		7	
I Love Lucy			1			2			
I Led Three Lives					1				
I Married Joan				1					
Jack Benny Show				2	1	1			
Jackie Gleason			2	1		2			
Jane Froman			1					2	
Janet Dean RN				1		1			

TABLE III (Continued)

## EFFECTS ON CHILD'S BEHAVIOR DURING VIEWING\*

	Bored Through-Out	Lost Interest and left set	Divided Attention	Mild Passive Attention	Intense Attention	Amused	Afraid	Active Participation	Sales Response
Jolly Junction	1	1	2	1	1	3			
Kit Carson		1			2			1	
Liberace								1	
Life of Riley					1	1			
Life with Father						2			
Little School House		1	1	4	10			12	
Lone Ranger		1		1	4				
Martha Ray						1		1	
Masquerade Party		1		2	2	1			
Movie Matinee			1	2					
Morning Show			6	3	2			1	
Mr. Sweeney	1	2	1	1					
Mr. Wizard	1				3				
My Little Margie				1					
Morning Chapel					1				
Omnibus		1	1	3					
Our Miss Brooks					1				
Outdoors Man				1					
Ozzie and Harriet			3	4	3	2			
Paul Winchell		2		2	1				
People are Funny				1		1			
Perry Como			1	3				3	
Pinky Lee Show	1	3	4	4	20	6		6	
Private Secretary			1	1	1				
Ramar of the Jungle		2			2		1	1	
Ray Bolger			1		2	1		1	
Ray Milland				1		1			
Red Buttons Show				2					
Rin Tin Tin					1				
Robert Cummings				1		1			
Robert Q. Lewis			4			1			
Romper Room		1	8	8	13			16	
Roy Rogers			1		1				
Shower of Stars				1					
Sky King					3				
Six-Gun Playhouse	4			7	17				
Space Cadet			1	1	4				
Story Land				1	2				

TABLE III (Continued)

## EFFECTS ON CHILD'S BEHAVIOR DURING VIEWING\*

	Bored Through-Out	Lost Interest and left set	Divided Attention	Mild Passive Attention	Intense Attention	Amused	Afraid	Active Participation	Sales Response
Strike It Rich				1					
Super Circus		1	1	1	3			1	
Superman	1		1		4				
Secret Storm		1	1						
Tell Story Time		1		1	1				
Tennessee Ernie			1	3		1			
The Search	1								
This Is the Life				1	3				
Toast of the Town	1			2	1			2	
Today	1		4	1	2				
Today's Homemaker					2				
Topper				2	2	1			
TV Chapel				1	1				
TV Reader's Digest Quiz	1								
Two for the Money				1					
This is the Story					1				
Way of Life			1		1				
Way of the World			1		1				
Welcome Traveler			2						
Wild Bill Hickok			1	1		1			
Winky Dink		1	1	3	3			12	
What's Cooking		1		2	3				
What's Your Trouble			1						
Zoo Parade				1					
<b>SPECIALS:</b>									
Good Friday's Message					2				
Peter Pan					4				
Sports	1		1	2					
News			2		2				
<b>TOTAL</b>	<b>17</b>	<b>32</b>	<b>116</b>	<b>120</b>	<b>211</b>	<b>40</b>	<b>3</b>	<b>74</b>	<b>2</b>

\*Miscellaneous behavior during programs not related to programs is given on the following page.

Afraid. The program frightened the child but he watched.

Active participation. During the program the child was engaged in activity that was directly related to the program, such as carrying out suggestions or directions given on the program, and acting and singing with the characters.

Sales response. The child was interested in trying out the product advertised.

Two hundred and eleven programs were viewed with intense attention. A few programs were mentioned frequently. These were the Pinky Lee Show, Howdy Doody, Six-Gun Playhouse, Romper Room, Little School House, and Ding Dong School. Each was mentioned ten or more times.

Parents observed that the child watched TV programs 120 times with mild passive attention. Children reacted in this way to Howdy Doody and Romper Room eight times each, to Ding Dong School and Six-Gun Playhouse seven times each.

One hundred and sixteen programs were watched with divided attention. Art Linkletter was viewed in this way ten times, and Howdy Doody and Romper Room, eight times.

Children regularly participated in few programs. However, there was a concentration of active participation while viewing Romper Room, Little School House, Winky Dink and Howdy Doody.

Children were amused most often by children's programs, comedies, and cartoons. The Pinky Lee Show was observed to amuse the child six times.

Children lost interest in 32 programs and left the set during the observation period.

Few children watched programs even though they were obviously bored. One three-year-old girl viewed over half of these 17 programs listed in this category. This child watched because her six-year-old

sister was watching and her mother was usually busy while the children viewed.

In only three cases did parents observe a child being frightened by a program. These programs were Badge 714, District Attorney and Ramar of the Jungle.

Only two instances of the child responding to the commercial advertising during viewing were reported.

After viewing. Few programs were found to have had an effect on the child after viewing was finished. The after-effect most noted was that the child re-enacted portions of the programs. In 15 cases questions related to the programs were reported to have been asked by the child. In 14 cases children related information they had learned from the programs. In nine cases children were observed to quote characters; sing songs learned from the program, seven times; continued the activity related to the program viewed (which was begun during the program), six times; excited by programs viewed, five times; and program created a pleasant mood five times. In four cases the child wanted the TV set cut off immediately after viewing a program. In three instances children were reported to have asked to view a program again. In three cases children discussed characters on the show. One mother reported here that her child was relaxed and ready to go to bed after the Jane Froman Show and other musicals.

#### IV. SELECTION OF PROGRAMS

On the seven-day blanks\* a space was designated for the observer

---

\*See Appendix.

TABLE IV  
EFFECTS ON CHILD'S BEHAVIOR AFTER VIEWING\*

	Relates Information	Asks Related Questions	Re-enacts Portions	Quotes	Characters Sings Songs Learned	Excited by Program	Ready to Go to Bed	Continued Related Activity	Cut TV off Afterward	Asked for Program Again	Discusses Characters	Created Pleasant Mood	Total
Abbott & Costello						1							1
Arthur Godfrey	1												1
Big Payoff									1				1
Big Top			1										1
Buffalo Bill, Jr.			1										1
Burns & Allen												1	1
Captain Midnight		1	1										2
Cartoon Carnival		1											1
Ding Dong School	1	1						2					4
Disneyland	2		1	1	1								6
Feather Your Nest										1			1
Funny Boners	1											1	2
Gary Moore Show			1										1
Howdy Doody		1	4	3		2						1	11
Jack Benny Show			1	1									2
Jackie Gleason			1	1									2
Jane Froman							1						1
Jolly Junction								1					1
Life With Father				1									1
Little School House	3		4						1		2		10
Lone Ranger									1				1
Mr. Wizard			1										1
Omnibus		1											1
Paul Winchell				1	1							1	3
People Are Funny						1							1
Pinky Lee Show	2		2	1	1			1				1	8



TABLE IV (Continued)  
EFFECTS ON CHILD'S BEHAVIOR AFTER VIEWING\*

	Relates Information	Asks Related Questions	Re-enacts Portions	Quotes Characters	Sings Songs Learned	Excited by Program	Ready to Go to Bed	Continued Related Activity	Cut TV off Afterward	Asked for Program Again	Discusses Characters	Created Pleasant Mood	Total
Ramar of the Jungle		1	1										2
Rin Tin Tin	1												1
Romper Room	2		3		4			1					10
Shower of Stars		1											1
Six Gun Playhouse								1					1
Story Land										1	1		2
Super Circus		1											1
Superman		3				1							4
Tell Story Time									1				1
This is the Life		2											2
Today										1			1
Way of Life		2											2
Winky Dink	1		1										2
Total	14	15	23	9	7	5	1	6	4	3	3	5	95

\*262 "No Effects" were reported on programs.

337 blanks were left with no report.

to note whether the child being observed chose the program he viewed. The child was considered to have chosen the program if he voluntarily selected it by turning the set on, switching channels, or asking for the program. When the child watched a program chosen or instigated by others, he was not considered the selector of that program. During the period of observation there were 474 programs viewed by the children observed, that they, themselves, had chosen. There were 165 programs viewed by the children that were selected by others. No reports were given for 54 programs.

From the questionnaires, it was evident that the only child was more often the selector of the programs he viewed. In families with several siblings, often the eldest child viewing at the time chose the programs.

#### V. SHARING OF PROGRAMS

The seven-day blanks\* contained a space in which the observer could indicate whether the child shared the viewing of the program with someone. The child was considered to have shared the viewing of the program if another person, or other people were also in the room, tele-viewing. During the period of observation 484 of the programs viewed were shared. There were 118 instances in which the child being observed viewed alone. No reports were given in 91 cases.

The observer was not asked to report who the person or persons were who shared the TV programs with their preschool child, but often this information was given. Reports were that most of the programs shared were shared with siblings. Perhaps one of the reasons for this

is that much of the viewing takes place during times of the day when the parents are busy. (See Figure Number 6.) Mid-morning may be clean-up time; and 5:30 p.m. may be the time for the preparation of supper.

#### VI. PARENT'S REACTIONS TO CHILD'S VIEWING

On the back of each daily observation blank the observer was asked to express her feelings about the child's day with television. The questions were, "What did you like about his watching? Why?", "What did you not like about his watching? Why?", and "What did you do about his watching? Why?". The answers and comments have been put into categories and tabulated. Parents expressed more positive than negative feelings. Some interesting comments were given on these and the controls the mother used concerning her child and TV programs. These were usually comments about television in general, not about specific programs.

Positive reactions. Parents expressed twice as many positive feelings about TV and their child as they did negative ones. Many of the comments that were made fell into logical categories. Parents liked the child's televiewing day because:

<u>Category</u>	<u>Frequency of mention</u>
1. Set a "baby-sitter" for busy mother. . . . .	31
2. Child enjoyed the programs . . . . .	29
3. Programs helped the child to relax . . . . .	25
4. Child participated in activity . . . . .	17
5. Entertainment for sick child . . . . .	16
6. Child gained knowledge from the programs . .	15
7. Kept the child quiet . . . . .	11

<u>Category</u>	<u>Frequency of Mention</u>
8. Glad the child chose not to view for a long period of time . . . . .	7
9. Family watched together . . . . .	6
10. Good moral brought out in program . . . . .	6
11. Viewing strengthens child's powers of concentration . . . . .	4
12. Activity for rainy day . . . . .	4
13. Suggestion of viewing of a program settled arguments . . . . .	2

Some interesting comments that seemed not to fall into these categories were made. One mother was happy for her child to watch TV because she had no playmates in her immediate neighborhood. Another mother said she liked TV ". . . in small doses. There are few ideal programs for preschool children, but I don't actually disapprove of the 'fair' shows if my child does not seem to watch TV to the exclusion of other types of play."

One mother reported that her whole family ate well when in front of TV. Another mother feels that programs such as Winky Dink helps her child to learn to share.

"TV has broadened her interest, especially in art and music," one mother reports about her preschool child. Another says her child gets practice in improvising materials when she does not have the materials suggested on the program.

Many mothers expressed the feeling that TV was a great help to them in caring for the child, especially during the busy hours of the day. One mother seemed to sum up the feelings of many by saying, "TV was a

'life saver' today. I guess I would have gone mad without it."

Negative reactions. No mother completely condemned TV, but only one mother expressed all positive feelings toward her child televiewing. This mother, whose only child was a four-and one-half-year-old girl, reported, "I am 100% for TV. I don't know what we would do at times if we could not turn on TV." Her child was not enrolled in a preschool, and had viewed 13 hours and 45 minutes during the observation period. Another mother says that, "TV is the greatest invention since the wheel," even though she does have some problems with her child's televiewing.

The comments mentioned were put into categories. They are as follows:

<u>Category</u>	<u>Frequency of mention</u>
1. Program too stimulating . . . . .	25
2. Program scheduled at a bad time, disrupting family routine . . . . .	19
3. Programs not understood by the child . .	7
4. Viewing caused inactivity . . . . .	6
5. Undesirable viewing position . . . . .	5
6. Viewing encouraged nervous habits . . . .	5
7. Child kept TV on too loud . . . . .	5
8. Child involved in conflict over choice of program . . . . .	5
9. Child watched too long, may strain eyes .	4

Four parents expressed the feeling that their child seemed to resent reality after viewing very stimulating programs. Howdy Doody was specifically mentioned.

Some parents thought that certain programs were too important to their child. Various reasons were given. "He makes a dreadful scene if he misses it. Tonight he cried himself to sleep because I wouldn't let him stay up for Meet Millie." "The father got little attention when he arrived home. This used to be the high spot of the day." "It (a favorite program) comes on at supper-time, and if she hasn't finished we have a time getting her to eat." "Today was a nice day and I would have preferred my child to spend at least part of the morning outside, but he preferred to watch TV."

One mother thought television too commercial for her child.

Controls used. The observer was asked to report what she did about the child's viewing. The responses included over-all rules they had made concerning televiewing and how daily situations were treated.

Parents reactions to daily viewing situations included the following:

	<u>Frequency of mention</u>
1. Encouraged or instigated viewing . . . . .	38
2. Changed the child's position of viewing . .	21
3. Limited viewing as to program and time of day . . . . .	20
4. Did nothing . . . . .	14
5. Turned the set off to stop viewing . . . .	13
6. Watched with the child . . . . .	8
7. Discouraged viewing . . . . .	6
8. Let child watch to avoid fuss . . . . .	3
9. Answered questions children asked . . . . .	3



Frequency of mention

10. Suggested station change for better  
program . . . . . 1

One parent reports she supplements information given on TV. "My husband and I both try to explain the different states to our child, and why they are important. We bought a picture map for him which is very educational and seems interesting to him."

One mother reports that she usually listens to the programs while doing her work, to be sure they are appropriate ones for her child to view. In one case she thought Superman too stimulating but the child was determined to watch it. "So it was a matter of just what kind of turmoil - overstimulation or frustrated fury."

One mother provides "tea parties," calls "breaks" and invites in other children to discourage too much viewing.

Parents reported some over-all rules that they had set up concerning the viewing of television:

1. The position of viewing is limited.
  - a. Not allowed to watch while lying down.
  - b. Not allowed to watch while sitting on the floor.
2. The time of viewing is limited.
  - a. Forbid TV after 7 o'clock in the evening.
  - b. TV must be turned off when meals are ready.
  - c. After dinner TV is not turned on until the older children have done their homework.
  - d. Not allowed to watch longer than 2 hours at one time.
  - e. Going to movies is forbidden after the child has spent much time viewing TV in that day.

3. The privilege of program choice is alternated between children each week, to avoid conflict.
4. The children are required to keep the chair with which they start viewing.
5. Wild-west and cowboy shows are forbidden.

#### VII. SUMMARY OF SEVEN-DAY OBSERVATION

In summarizing the analysis of the seven-day observation it may be noted that situations vary widely according to the individual concerned, and yet many of the experiences expressed were common to the group. One child viewed no TV during the entire period of time that his mother kept the observation blank. The largest amount of time spent viewing was 21 hours and 15 minutes. Twenty-three out of the thirty-nine children viewed TV from 5 to 11 hours during the period of observation.

Interesting indications are noted as the total number of hours viewed was related to the personal data on the child. Five-year-olds seem to view more TV than four-year-olds. The boys observed held the higher and lower extremes in the total number of hours spent viewing as compared to the girls. While individual differences in viewing were great, they did not show a relation to the position of the child in the family. The children who were not enrolled in a preschool had the widest individual range of time spent viewing. The nursery school children as a group spent the least time viewing.

The most popular time of day for viewing was 5:30 in the afternoon. Much viewing was done during the midmorning, late afternoon, and

early evening hours. Little viewing took place early in the morning, early in the afternoon and after 9 o'clock at night.

The programs that were viewed a total of more than ten times during the period of observation were Howdy Doody, Six Gun Playhouse, Romper Room, Pinky Lee Show, Little School House, Ding Dong School, Winky Dink, Art Linkletter's Houseparty, The Morning Show, Ozzie and Harriet, Jolly Junction, Big Top, and Captain Midnight. Howdy Doody and Six Gun Playhouse were viewed 48 times each, the highest records. The other programs above are listed in degressing order. All of the programs except Winky Dink, Ozzie and Harriet, Big Top, and Captain Midnight came on four or more times a week. A great variety of programs was watched.

The observers noted more effects of the program on the child's behavior during viewing than after viewing. The effect that programs most often were observed to have on children was to create intense interest. A great many children watched TV with mild passive attention. Many children carried on a non-related activity while viewing. Children regularly participated in the activity suggested on Romper Room, Little School House, Winky Dink and Howdy Doody. Other reactions shown during viewing were amusement, loss of interest and boredom. In only three cases did parents observe a child being frightened by a program.

The after-effect most noted was that the child re-enacted portions of the programs. Children asked questions about programs viewed, related information learned from the programs, quoted characters, sang songs learned from the programs, and continued with related activity that was begun in connection with the program. Programs also created moods, sometimes exciting them and sometimes leaving a pleasant mood.

During the period of observation there were 474 programs viewed by the children observed, that they, themselves, had chosen. The children viewed 165 programs that had been selected by others.

Children shared the viewing of 484 programs. In 118 instances the child being observed viewed alone.

Parents expressed twice as many positive feelings about TV and their preschool child as they did negative ones. The most frequently mentioned positive feelings were: (1) the TV set is a good "baby-sitter" for the busy mother; (2) programs helped the child to relax; (3) child enjoyed the programs; (4) child participated in activity of the programs; (5) programs entertained the sick child; (6) child gained knowledge from the programs; and (7) watching the programs kept the child quiet. The most frequently mentioned negative reactions were (1) programs too stimulating; and (2) programs scheduled at a bad time, disrupting family routine.

Parents reported the controls they used in two ways - reactions to the child's daily viewing situation, and over-all rules they had made concerning televiewing and their preschool child. Reactions to daily viewing situations most frequently mentioned were that the parent: (1) encouraged or instigated viewing; (2) changed the child's position of viewing; (3) limited viewing as to the program and time of day; (4) did nothing at all about the child's viewing; and (5) turned the set off to stop viewing. Over-all rules that the parents had set up consisted of limiting the position of viewing, limiting the time of viewing, designating the selector of programs, limiting types of programs, and helping determine seating arrangement.

## CHAPTER V

### PARENT'S WISHES CONCERNING PROGRAMS FOR THE PRESCHOOL CHILD

On the last page of the questionnaire\* parents were asked, "If you could have any kind of program you wished for your preschool child, what would it be like?" Parents reported desired characteristics of programs and voluntarily rated specific programs.

#### I. DESIRED CHARACTERISTICS OF PROGRAMS

Parents reported a variety of characteristics that they felt desirable for the preschool child's television programs. Here are their suggestions.

1. The program should be entertaining. This was mentioned, as such, 8 times. Forms of entertainment desired were specifically listed a total of 39 times. They were:

	<u>Frequency of mention</u>
a. Reading and telling of stories . . . . .	9
b. Children's stories dramatized . . . . .	9
c. Children appearing on program . . . . .	7
d. Family scenes . . . . .	4
e. Musicals . . . . .	3
f. Adventure with excitement . . . . .	3

---

\*See Appendix.

Frequency of mention

g. Animals performing . . . . .	2
h. Travel movies . . . . .	1
i. Nursery rhymes . . . . .	1

2. The program should give the child information. This was mentioned as such 12 times. Specific kinds of information desired to be given were listed a total of 20 times. They were:

Frequency of mention

a. Natural phenomena . . . . .	3
b. Make-up of mechanisms . . . . .	3
c. Musical . . . . .	2
d. Safety . . . . .	1
e. Children of other lands . . . . .	1
f. "Show and tell" . . . . .	1

3. The programs should encourage child participation. This was mentioned, as such, 8 times. Specific things for the child to do were mentioned 21 times. They were:

Frequency of mention

a. Work in art media . . . . .	10
b. Games . . . . .	5
c. Music (songs and rhythms) . . . . .	5
d. Hobbies . . . . .	1

4. The programs should have a personal appeal to the child. This was mentioned, as such, once. Specific appeals were listed a total of 14 times. They were:



	<u>Frequency of mention</u>
a. Subject matter on the child's level . . .	5
b. Variety of programs . . . . .	4
c. Good drawings to illustrate stories . . .	2
d. Program characters have warm personalities . . . . .	2
e. Short programs . . . . .	1

Parents wanted the child's program to contain a minimum of tragedy and extreme excitement, but they did want the programs to stimulate thinking, curiosity and imagination. They wished the programs to be examples of good morals and good language.

Parents preferred that programs be scheduled for the late afternoon so that the child could have outdoor activity and then watch TV while relaxing before the evening meal. Mothers want interesting, but not over-stimulating programs for the child to watch while they prepare dinner.

## II. SPECIFIC PROGRAMS VOLUNTARILY RATED

In describing what they wanted in television programs for their preschool child, parents often named specific programs as examples. Programs that are designed for children dominated the list. The programs that were mentioned more than 10 times each were Little School House, Romper Room, Ding Dong School, and comedy and cartoons. Programs parents disliked most were cowboy, space, and crime programs.

In summary, it is interesting to note that parents want programs for their preschool child to be entertaining, informative, encourage child participation, and have personal appeal to the child. Parents most

TABLE V  
PROGRAMS FOR THE PRESCHOOL CHILD VOLUNTARILY  
RATED BY PARENTS

Programs mentioned	Frequency of mention	
	Liked	Did not like
Little School House . . . . .	15	
Romper Room . . . . .	13	
Comedy and cartoons . . . . .	12	
Ding Dong School . . . . .	10	1
Circus programs . . . . .	7	
Howdy Doody . . . . .	7	2
Pinky Lee . . . . .	6	1
Disneyland . . . . .	4	
Winky Dink . . . . .	3	
Story telling programs . . . . .	3	
Cowboy programs . . . . .	3	7
Mr. Wizard . . . . .	2	
Family programs . . . . .	2	
Religious programs on child's level . . . .	2	
Space programs . . . . .	2	6
Musicals . . . . .	1	
Quiz programs . . . . .	1	
Jungle programs . . . . .	2	
Crime shows . . . . .		4

frequently mentioned nursery school type programs as specific programs they liked for their child to view. Comedy and cartoons, and circus programs were next on the list. Some parents said they did not like for their child to view cowboy, space and crime shows.

### III. GENERAL COMMENTS

Parents also expressed some general feelings about TV. One mother says, "I feel that TV has not been harmful to my children thus far. They have developed no disturbances connected with their eating or sleeping habits. They often do not wish to go to bed at night because of a good program. I am sure if we did not have TV they would find some other reason to keep them out of bed."

Another mother stated her concern about TV. "The children could have been better employed, I'm sure, than by watching some of these programs. But because they were occupied for the most part, and certainly not complaining, I made no effort to see that their time was spent in a more worth-while fashion. This is the most insidious thing about TV."

Parents also see humor in the child's use of television. "One day Sidney came to us to tell us he did not like his name. We asked what he would like to be named. His reply was 'Speedy Alka Seltzer'." The same mother reported another incident. "The effect of soap operas has been still more amazing. One night when I was leaving the house to go out to dinner, he said, 'Mommy, kiss me the way they do on TV.' Startled, I asked, 'How is that, son?' With that he grabbed mommy and gave me a great combination of bear hug and moist kiss on the mouth."

## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to find out how much time three-, four-, and five-year-old children spend viewing television, the programs he views, the child's reaction during and after viewing, the parent's likes and dislikes about the child's viewing, the controls the parent places on the child's viewing, and what kind of programs the parents would like for their preschool child.

#### I. SUMMARY OF INFORMATION

The study was conducted by means of a questionnaire which contained seven-day's observation blanks. Mothers of three-, four- and five-year-olds were invited to observe and fill out the questionnaire on their child. Thirty-nine mothers co-operated in making the study. These homes, by the nature of the sample, were above the average in education and interest.

In summarizing the analysis of the seven-day observation, it may be noted that situations vary widely according to the individual concerned, and yet many of the experiences expressed were common to the group. One child viewed no TV during the entire period of time that his mother kept the observation blank. The greatest amount of time spent viewing was 21 hours and 15 minutes. Twenty-three out of the thirty-nine children viewed TV from 5 to 11 hours during the period of observation.

Interesting indications are noted as the total number of hours viewed was related to the personal data on the child. Five-year-olds

viewed more TV than four-year-olds. The boys observed held the higher and lower extremes in the total number of hours spent viewing as compared to the girls. While individual differences in viewing were great, they did not show a relation to the position of the child in the family. The children who were not enrolled in a preschool had the widest individual range of time spent viewing. The nursery school children as a group spent the least time viewing.

The most popular time of day for viewing was 5:30 in the afternoon. Much viewing was done during the midmorning, late afternoon, and early evening hours. Little viewing took place early in the morning, early in the afternoon and after 9 o'clock at night.

Most of the programs that were viewed a total of more than ten times during the period of observation were Howdy Doody, Six-Gun Playhouse, Romper Room, Pinky Lee Show, Little School House, Ding Dong School, Winky Dink, Art Linkletter's houseparty, The Morning Show, Ozzie and Harriet, Jolly Junction, Big Top, and Captain Midnight. Howdy Doody and Six-Gun Playhouse were viewed 48 times each, the highest record. The other programs named above are listed in degressing order of frequency viewed. All of the programs except Winky Dink, Ozzie and Harriet, Big Top, and Captain Midnight came on four or more times a week. A great variety of programs was watched.

The observers noted more effects of the program on the child's behavior during viewing than after viewing. The effect that programs most often were observed to have on children was to create intense interest. A great many children watched TV with mild passive attention. Many

children carried on a non-related activity while viewing. Children regularly participated in the activity suggested on Romper Room, Little School House, Winky Dink, and Howdy Doody. Other reactions shown during viewing were amusement, loss of interest and boredom. In only three cases did parents observe a child being frightened by a program. They were District Attorney, Ramar of the Jungle, and Badge 714.

The after-effect most noted was that the child re-enacted portions of the programs. Children asked questions about programs viewed, related information learned from the programs, quoted characters, sang songs learned from the programs, and continued with related activity that was begun in connection with the program. Programs also created moods, sometimes exciting them and sometimes leaving a pleasant mood.

The preschool child shows initiative in seeking TV entertainment. During the period of observation there were 474 programs viewed by the children observed, that they, themselves, had chosen. The children viewed 165 programs that had been selected by others.

In 118 instances the child being observed viewed alone.

Parents expressed twice as many positive feelings about TV and their preschool child as they did negative ones. The most frequently mentioned positive feelings were: (1) the TV set is a good "baby-sitter" for the busy mother; (2) programs helped the child to relax; (3) child enjoyed the programs; (4) child participated in activity of the programs; (5) programs entertained the sick child; (6) child gained knowledge from the programs; and (7) watching the programs kept the child quiet. The most frequently mentioned negative reactions were (1) programs too stimulating; and (2) programs scheduled at a bad time, disrupting family



routine.

Parents reported the controls they used in two ways - reactions to the child's daily viewing situation, and over-all rules they had made concerning televiewing and their preschool child. Reactions to daily viewing situations most frequently mentioned were that the parent: (1) encouraged or instigated viewing; (2) changed the child's position of viewing; (3) limited viewing as to the program and time of day; (4) did nothing at all about the child's viewing; and (5) turned the set off to stop viewing. Over-all rules that the parents had set up consisted of limiting the position of viewing, limiting the time of viewing, designating the selector of programs, limiting types of programs, and helping determine seating arrangement.

Parents indications as to programs they would like are that they should be entertaining, informative, should encourage child participation, and have personal appeal to the child. Parents most frequently mentioned nursery school type programs as specific programs they liked for their child to view. Comedy and cartoons, and circus programs were next on the list. Some parents said they did not like for their child to view cowboy, space and crime shows.

## II. CONCLUSIONS

This study, by its nature, is a report from homes where parents were sufficiently interested in the child and his televiewing behavior to make the observation. Therefore, this study may not represent the typical three-, four-, or five-year-old child. Inviting parents to observe made the sample a highly selective one. These parents feel that their preschool

child needs more programs on his level, at a time of day when he can view them. They want these programs to be entertaining and informative.

Most authorities in the area of child development are quite concerned about the amount of time children are spending viewing television, and the unwise choice of programs that exists. Few of these parents have reported such concern. The majority seem to feel that TV is a help to them in managing their preschool child. It could be that these particular parents were aware of what the child was doing and alert enough to guide him wisely so that problems did not arise in connection with TV. Or, it could be that the parent is so thankful to have the child occupied that she does not object to TV. Perhaps the brighter side of televiewing was reported because the study was made through the University and many of the mothers were known personally. Another possibility is that TV is so new in homes that a week's observation is too brief a time for the parent to recognize after-effects of TV. Certainly, no serious problems were reported as being caused by television. The author questions the gap between the relative lack of concern on the part of the parents who made these observations and the great concern of recent writers and authorities in the area of child development on the effect of television on children.

It is encouraging to note that some parents have preferences which indicate a market for better fare for the preschool child on television.

### III. RECOMMENDATIONS FOR FURTHER STUDY

To better understand situations that exist in homes concerning the preschool child and television, the investigator suggests the following:

1. A parallel study of the preschool child and TV at different

income levels.

2. A parallel study of the preschool child and TV which included more cases and the cases equally distributed as to the age groups, and sex.

3. An objective study using a random sample for investigation of the preschool child and TV.

## BIBLIOGRAPHY

#### BIBLIOGRAPHY

- Carr, Constance, Editor, Children and TV, Association for Childhood Education International, Washington, D. C., 1954. 40 pp.
- Goldenson, Robert M., "Television and Our Children: The Experts Speak Up," Parents' Magazine, December 1954. p. 82.
- Maccaby, Eleanor E., "Television: Its Impact on School Children," Public Opinion Quarterly, Vol. XV, Fall, 1951. pp. 421-444.
- Morton, R. W., "How Connecticut Parents View TV," National Parent-Teacher, Vol. 47, February, 1953. p. 32.
- "Special Report on Radio, TV Shows for Children," The 2 to 5 World News, Vol. 2, September, 1954. pp. 4-5.
- Witty, Paul, and Harry Bricker, Your Child and Radio, TV, Comics and Movies. Chicago: Science Research Associates, 1942. 49 pp.

APPENDIX



## APPENDIX

### PARENTS' OBSERVATIONS OF THE PRESCHOOL CHILD AND TV

#### WHAT WE BELIEVE:

1. Children 3, 4, and 5 years of age do watch television in homes that have sets.
2. A seven-day record kept by the co-operative parent will give a fair picture of the child's experience with TV.
  - a. Parents may observe ways in which this watching affects the children.
  - b. Parents may observe that some programs are helpful and others are objectionable.
3. Parents who are aware of the physical, mental, and emotional needs of their child place regulations on the child's viewing as to time of day, time spent viewing and programs viewed.
4. Parents may discourage viewing of programs that have no value, encourage him to evaluate programs, watch the ones that are of value and share the viewing with him as much as possible.
5. These parents will have helpful suggestions for improving the quality of programs directed toward small children. This may be of value to Educational TV programing.
6. There may be a difference in the behavior noted in homes where children attend preschools and homes where children are not in preschool.

## DIRECTIONS FOR KEEPING 7-DAY RECORD

GENERAL:

1. Each page represents one day's record. Put the day and date on each one. If you miss a day in keeping the record, for example you happen to be out of town Wednesday of the week you are keeping record, use the following Wednesday.
2. Keep record blanks handy and make your notes each day as you observe your child.
3. Make no attempt to change the usual way he has been using television.

TIME:

1. Record the approximate time he starts watching and when he stopped.

EFFECTS ON BEHAVIOR:

1. During watching. . . Note effects on child while he is actually watching. Is he very absorbed in the program or indifferent? Is he tense, excited, does he do things suggested by the programs, such as sing, dance, yell, etc. Note his comments and questions.
2. After watching . . . Do you note behavior that is the result of watching such as food preferences, requests for products advertised, imitation of characters, quoting from programs, disturbances caused by program such as upset appetite or sleep, etc. Note his comments and questions.

ON THE BACK OF EACH PAGE:

1. We want your true reactions to his watching, what you liked and what you disliked. It could be that the day goes by with no use of television. Just say so. If there was a definite reason please state it. Your reactions are left with as much freedom as possible. We want you to tell us how TV affects your day with the preschool child. Did it help you? Is the child easier to tend since you have TV? Does it cause conflict, interfere with his eating or sleeping, disturb or affect his behavior? (Etc.)
2. Under WHAT DID YOU DO? we would like to know such things as do you ever call him for a program? Which ones? Why? Do you forbid TV at certain times or certain programs? Why? Do you specify conditions for viewing, where he shall sit and how he shall behave, etc.?

PERSONAL DATA:

Name of parent\_\_\_\_\_

Address\_\_\_\_\_

Occupation\_\_\_\_\_

Number of family members\_\_\_\_\_

Name of child observed:\_\_\_\_\_

Age\_\_\_\_\_

Sex\_\_\_\_\_

Place in family\_\_\_\_\_

School of Home Economics, N.C.U.N.C., Greensboro, N. C.

# Observations on Preschool Children and TV

Name of Parent

Name of Child

Date  
Day

May

Time

Name of Program

Did  
Child  
Choose  
Program

Was  
Program  
Shared

Effect on Child's Behavior

During Watching

### After Watching

From Until

Time is build away from home today.

If so, what hours

School of Home Economics, W.C.U.N.C., Greensboro, N. C.

Name of Parent

# Observations on Preschool Children and TV

Name of Child

Date  
Day

Day

Time

Name of Program

From	Until
1940	1941
1941	1942
1942	1943
1943	1944
1944	1945
1945	1946
1946	1947
1947	1948
1948	1949
1949	1950
1950	1951
1951	1952
1952	1953
1953	1954
1954	1955
1955	1956
1956	1957
1957	1958
1958	1959
1959	1960
1960	1961
1961	1962
1962	1963
1963	1964
1964	1965
1965	1966
1966	1967
1967	1968
1968	1969
1969	1970
1970	1971
1971	1972
1972	1973
1973	1974
1974	1975
1975	1976
1976	1977
1977	1978
1978	1979
1979	1980
1980	1981
1981	1982
1982	1983
1983	1984
1984	1985
1985	1986
1986	1987
1987	1988
1988	1989
1989	1990
1990	1991
1991	1992
1992	1993
1993	1994
1994	1995
1995	1996
1996	1997
1997	1998
1998	1999
1999	2000
2000	2001
2001	2002
2002	2003
2003	2004
2004	2005
2005	2006
2006	2007
2007	2008
2008	2009
2009	2010
2010	2011
2011	2012
2012	2013
2013	2014
2014	2015
2015	2016
2016	2017
2017	2018
2018	2019
2019	2020
2020	2021
2021	2022
2022	2023
2023	2024
2024	2025
2025	2026
2026	2027
2027	2028
2028	2029
2029	2030
2030	2031
2031	2032
2032	2033
2033	2034
2034	2035
2035	2036
2036	2037
2037	2038
2038	2039
2039	2040
2040	2041
2041	2042
2042	2043
2043	2044
2044	2045
2045	2046
2046	2047
2047	2048
2048	2049
2049	2050
2050	2051
2051	2052
2052	2053
2053	2054
2054	2055
2055	2056
2056	2057
2057	2058
2058	2059
2059	2060
2060	2061
2061	2062
2062	2063
2063	2064
2064	2065
2065	2066
2066	2067
2067	2068
2068	2069
2069	2070
2070	2071
2071	2072
2072	2073
2073	2074
2074	2075
2075	2076
2076	2077
2077	2078
2078	2079
2079	2080
2080	2081
2081	2082
2082	2083
2083	2084
2084	2085
2085	2086
2086	2087
2087	2088
2088	2089
2089	2090
2090	

Did  
Child  
Choose  
Program

Was  
Program  
Shared

# Effect on Child's Behavior

## During Matching

### After watching

Was a child away from home today

If so, what hours

YOUR FEELINGS ABOUT TODAY'S VISITING OF  
TELEVISION

What did you like about his watching? Why?

What did you not like about his watching? Why?

What did you do about his watching? Why?



# Observations on Preschool Children and TV

Name of Parent

Name of Child

Date \_\_\_\_\_

Day

[illegible]

Was a child away from home today

If so, what hours

YOUR FEELINGS ABOUT TODAY'S VIEWING OF  
TELEVISION

What did you like about his watching? Why?

What did you not like about his watching? Why?

What did you do about his watching? Why?

Was a child away from home today \_\_\_\_\_

If so, what hours \_\_\_\_\_

School of Home Economics, W.C.U.N.C., Greensboro, N. C.

## Observations on Preschool Children and TV

Name of Parent

Name of Child

Date \_\_\_\_\_

Day

[illegible]

Was a child away from home today

If so, what hours

YOUR FEELINGS ABOUT TODAY'S VIEWING OF  
TELEVISION

What did you like about his watching? Why?

What did you not like about his watching? Why?

What did you do about his watching? Why?

Was a child away from home today \_\_\_\_\_

If so, what hours \_\_\_\_\_

## Observations on Preschool Children and TV

Name of Parent

Name of Child

Date \_\_\_\_\_

Day

Was a child away from home today \_\_\_\_\_ If so, what hours \_\_\_\_\_

YOUR FEELINGS ABOUT TODAY'S VIEWING OF  
TELEVISION

What did you like about his watching? Why?

What did you not like about his watching? Why?

What did you do about his watching? Why?

Was a child away from home today

If so, what hours



# Observations on Preschool Children and TV

Name of Parent

Name of Child

Date \_\_\_\_\_

Day

Was a child away from home today \_\_\_\_\_ If so, what hours \_\_\_\_\_

If so, what hours

YOUR FEELINGS ABOUT TODAY'S VIEWING OF  
TELEVISION

What did you like about his watching? Why?

What did you not like about his watching? Why?

What did you do about his watching? Why?

Was a child away from home today \_\_\_\_\_

If so, what hours \_\_\_\_\_



YOUR FEELINGS ABOUT TODAY'S VIEWING OF  
TELEVISION

What did you like about his watching? Why?

What did you not like about his watching? Why?

What did you do about his watching? Why?



YOUR FEELINGS ABOUT TODAY'S VIEWING OF  
TELEVISION

What did you like about his watching? Why?

!

What did you not like about his watching? Why?

What did you do about his watching? Why?



If you could have any kind of program you wished for your preschool child, what would it be like?

## WUNC TELEVISION SURVEY

Institute of Statistics

University of North Carolina

\* \* \*

CHILDREN'S QUESTIONNAIRE ( 3-18 yrs. old)

TV HOUSEHOLD

\* \* \*

Interviewer \_\_\_\_\_

Segment No. \_\_\_\_\_

	Date	Time
First Call		
Second Call		
Third Call		
Fourth Call		

Town or Township \_\_\_\_\_

County \_\_\_\_\_

TV Household No. \_\_\_\_\_

Child No. \_\_\_\_\_

Day of Week Interviewed: \_\_\_\_\_

Yesterday refers to: \_\_\_\_\_

Respondent's name \_\_\_\_\_

(PLEASE PRINT)      (First)      (Initial)      (Last)

Household Postal Address \_\_\_\_\_

(PLEASE PRINT)      (No. and St.)      (Box or R.F.D.)      (City or Post Office)

\* \* \*

Information obtained in this survey is for statistical purposes only.  
 All answers to questions will be held in strict confidence.

WUNC TV SURVEY - CHILDREN FROM TV HOUSEHOLDS.

TIME INTERVIEW BEGAN: \_\_\_\_\_

(QUESTIONS 1 - 9 ARE TO BE ASKED FOR EACH CHILD SAMPLED IN THE HOUSEHOLD; USE SEPARATE SCHEDULE FOR EACH CHILD AND ATTACH TO HOUSEHOLD QUESTIONNAIRE.)

1. I would now like to ask you a few questions about \_\_\_\_\_.  
(Name)

Let's see, how old did you tell me \_\_\_\_\_ was?  
(Name)

Age \_\_\_\_\_ Sex \_\_\_\_\_

2a. Was (he-she) away from home yesterday?

\_\_\_\_\_ Yes \_\_\_\_\_ No

b. (IF "YES") During what times was (he-she) away from home yesterday?

<u>Morning</u>	<u>Afternoon</u>	<u>Evening</u>
_____ 7-8	_____ 12-1	_____ 6-7
_____ 8-9	_____ 1-2	_____ 7-8
_____ 9-10	_____ 2-3	_____ 8-9
_____ 10-11	_____ 3-4	_____ 9-10
_____ 11-12	_____ 4-5	_____ 10-11
	_____ 5-6	_____ 11-12

3a. Does (he-she) ever watch TV?

\_\_\_\_\_ Yes \_\_\_\_\_ No

(OMIT QUESTIONS 3b AND 3c IF NO TV SET IS IN WORKING ORDER)

b. (IF "YES") Did \_\_\_\_\_ watch TV in the household yesterday?  
(Name)

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

c. (IF "YES") During what times was (he-she) watching TV in the household yesterday?

<u>Morning</u>	<u>Afternoon</u>	<u>Evening</u>
_____ 7-8	_____ 12-1	_____ 6-7
_____ 8-9	_____ 1-2	_____ 7-8
_____ 9-10	_____ 2-3	_____ 8-9
_____ 10-11	_____ 3-4	_____ 9-10
_____ 11-12	_____ 4-5	_____ 10-11
	_____ 5-6	_____ 11-12

4a. Does \_\_\_\_\_ ever watch TV in places other than this household -- in other  
(Name)  
homes, for example?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know

- 3 -

- b. (IF "YES") So far as you know, did (he-she) watch TV outside the household yesterday?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Don't know

- c. (IF "YES") Could you tell where (he-she) watched outside the household yesterday?

\_\_\_\_\_  
\_\_\_\_\_

- d. (IF "YES" TO 4b) Could you tell me at about what times (he-she) watched TV outside the household yesterday?

\_\_\_\_\_ Don't know

Morning

\_\_\_\_\_ 7-8  
\_\_\_\_\_ 8-9  
\_\_\_\_\_ 9-10  
\_\_\_\_\_ 10-11  
\_\_\_\_\_ 11-12

Afternoon

\_\_\_\_\_ 12-1  
\_\_\_\_\_ 1-2  
\_\_\_\_\_ 2-3  
\_\_\_\_\_ 3-4  
\_\_\_\_\_ 4-5  
\_\_\_\_\_ 5-6

Evening

\_\_\_\_\_ 6-7  
\_\_\_\_\_ 7-8  
\_\_\_\_\_ 8-9  
\_\_\_\_\_ 9-10  
\_\_\_\_\_ 10-11  
\_\_\_\_\_ 11-12

(OMIT QUESTIONS 5a AND 5b IF NO TV SET IS IN WORKING ORDER)

- 5a. Were there any children from other homes watching TV in this household yesterday?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

- b. (IF "YES") Could you tell me at what times and how many other children were watching TV here yesterday morning?

\_\_\_\_\_ None watching in the morning

\_\_\_\_\_ 7-8  
\_\_\_\_\_ 8-9  
\_\_\_\_\_ 9-10  
\_\_\_\_\_ 10-11  
\_\_\_\_\_ 11-12

How many other children were watching? \_\_\_\_\_

How many other children were watching? \_\_\_\_\_

How many other children were watching? \_\_\_\_\_

How many other children were watching? \_\_\_\_\_

How many other children were watching? \_\_\_\_\_

- 4 -

- c. (IF "YES" TO 5a) Could you tell me at what times these other children were watching TV here yesterday afternoon?

\_\_\_\_\_ None watching in the afternoon

_____ 12-1	How many other children were watching? _____
_____ 1-2	How many other children were watching? _____
_____ 2-3	How many other children were watching? _____
_____ 3-4	How many other children were watching? _____
_____ 4-5	How many other children were watching? _____
_____ 5-6	How many other children were watching? _____

- d. (IF "YES" TO 5a) Could you tell me at what times these other children were watching TV here yesterday evening?

\_\_\_\_\_ None watching in the evening

_____ 6-7	How many other children were watching? _____
_____ 7-8	How many other children were watching? _____
_____ 8-9	How many other children were watching? _____
_____ 9-10	How many other children were watching? _____
_____ 10-11	How many other children were watching? _____
_____ 11-12	How many other children were watching? _____

6. What TV programs do you think are good programs for \_\_\_\_\_ to watch?  
(Name)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What is \_\_\_\_\_ usual bedtime?  
(Name)

_____ 6-7	_____ 10-11
_____ 7-8	_____ Other time (Specify: _____)
_____ 8-9	_____ No special time
_____ 9-10	

- 8a. Does \_\_\_\_\_ go to school, to kindergarten, or to a nursery?  
(Name)

_____ School	_____ Nursery
_____ Kindergarten	_____ Goes to none

- 5 -

- b. (IF CHILD GOES TO SCHOOL, KINDERGARTEN, OR NURSERY) During what hours of the day is (he-she) away at (school - the kindergarten - the nursery)?

MorningAfternoon

☐ 8-9  
☐ 9-10  
☐ 10-11  
☐ 11-12

☐ 12-1  
☐ 1-2  
☐ 2-3  
☐ 3-4

☐ Other time (Specify: \_\_\_\_\_)

- c. (IF CHILD GOES TO SCHOOL, KINDERGARTEN, OR NURSERY) Does the (school - kindergarten - nursery) where \_\_\_\_\_ goes have a TV set that the children can watch?  
(Name)

☐ Yes      ☐ No      ☐ Don't know

- 9a. When \_\_\_\_\_ is home is (he-she) allowed to watch TV at any time, or  
(Name)  
only at certain times?

☐ Any time

☐ Only at certain times

- b. (IF "ONLY AT CERTAIN TIMES") At what times is (he-she) not allowed to watch TV?

MorningAfternoonEvening

☐ 7-8  
☐ 8-9  
☐ 9-10  
☐ 10-11  
☐ 11-12

☐ 12-1  
☐ 1-2  
☐ 2-3  
☐ 3-4  
☐ 4-5  
☐ 5-6

☐ 6-7  
☐ 7-8  
☐ 8-9  
☐ 9-10  
☐ 10-11  
☐ 11-12

- c. (IF "ONLY AT CERTAIN TIMES") What are some of the main reasons why (he-she) is not allowed to watch at this (these) time(s)?

\_\_\_\_\_  
 \_\_\_\_\_

TIME INTERVIEW ENDED: \_\_\_\_\_



Table for figure 2:

THE RELATIONSHIP OF THE AGE OF THE CHILD TO THE TOTAL  
NUMBER OF HOURS HE SPENT VIEWING TV

	Age Groups		
	3-year-olds	4-year-olds	5-year-olds
Number of children	3	18	18
Range of individual totals of number of hours spent viewing TV	9 $\frac{3}{4}$ - 11 $\frac{1}{2}$	0 - 21 $\frac{1}{4}$	3 - 18
Arithmetical average of individual totals of number of hours viewed in the group	10.33	8.66	10.01

Table for figure 3:

RELATIONSHIP OF THE SEX OF THE CHILD TO THE TOTAL NUMBER  
OF HOURS HE SPENT VIEWING TV

	Female	Male
Number of children	22	17
Range of individual totals of number of hours spent viewing TV	4 $\frac{1}{2}$ - 17 $\frac{3}{4}$	0 - 21 $\frac{1}{4}$
Arithmetical average of individual totals of number of hours viewed in the group	9.72	8.57